Saturday Review

MARCH 18, 1961 / 25¢

SR Is Wrong About Federal Aid
BY SENATOR BARRY GOLDWATER

LMO ROPER:
ow to Lose Your Vote

ARVEY CURTIS WEBSTER:
he Cult of the Temporary

SR's Annual Roundup
Of Reference Books

Jean Kerr, author of new comedy "Mary, Mary"
(See Broadway Postscript)

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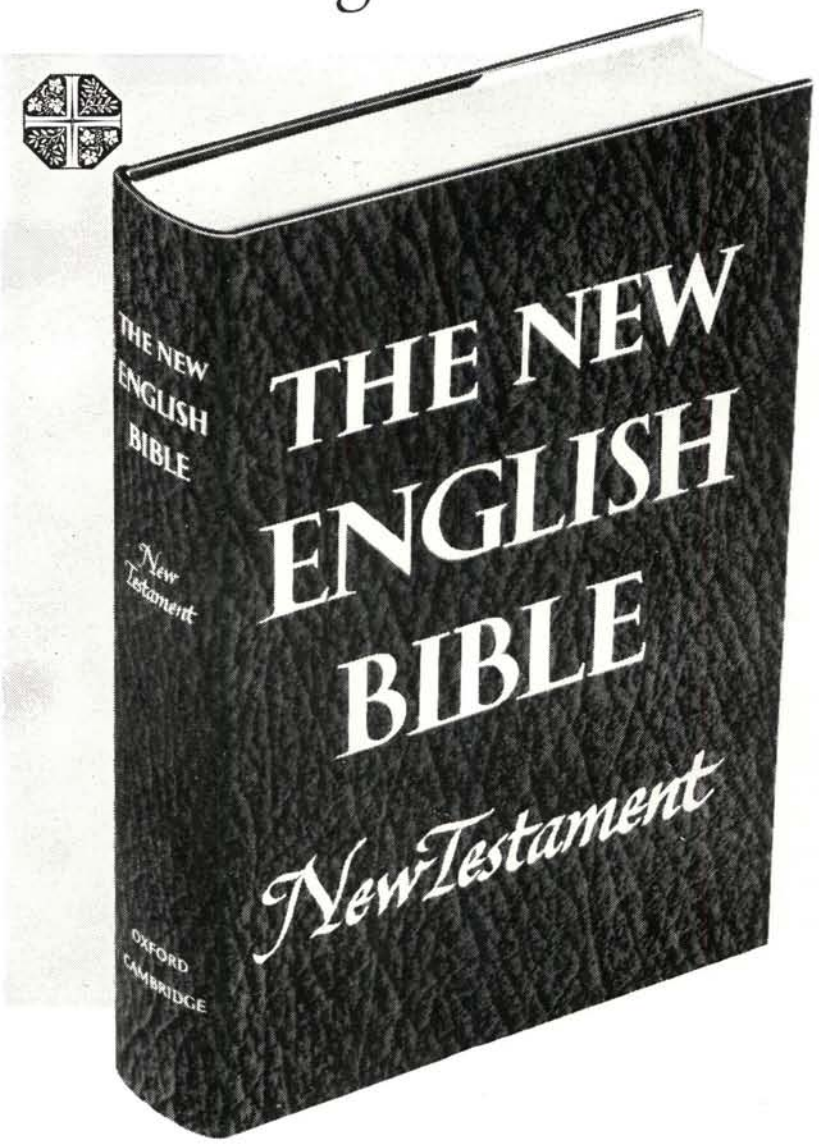

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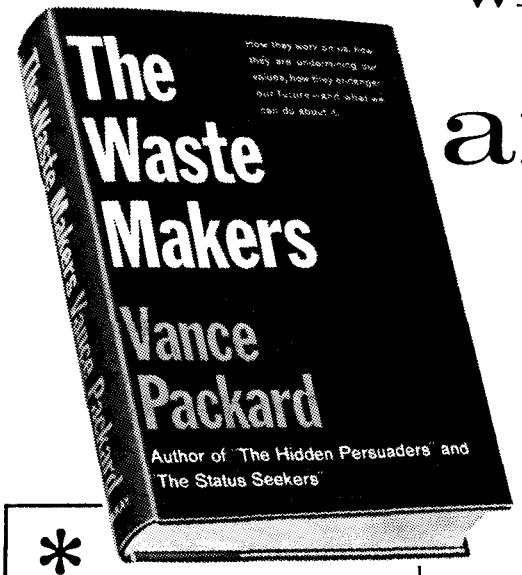

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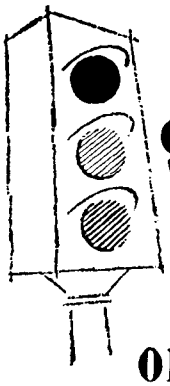

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F

Among other things, F is a medieval Roman numeral for 40; in *genetics*, it is the symbol for filial generation; in *chemistry*, for fluorine; in *mathematics*, for function; in *physics*, for farad. In *education*, it is a grade meaning failure.

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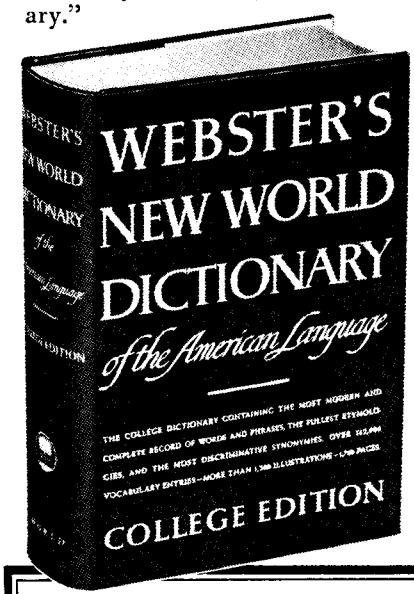

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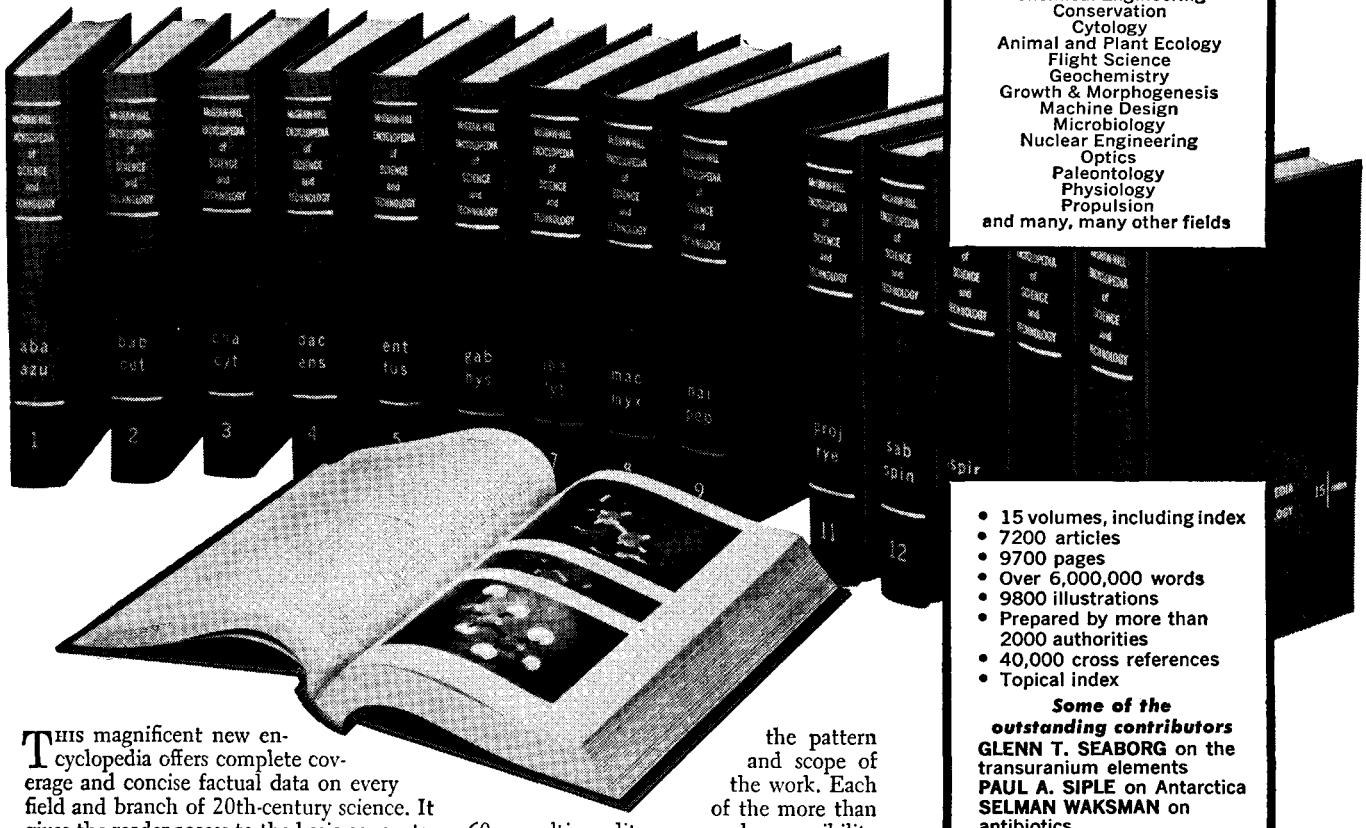

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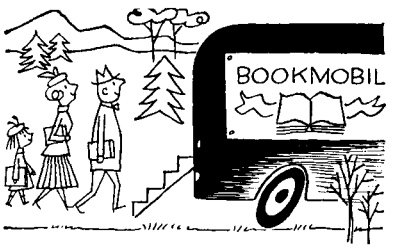
TRADE Winds

"THERE'S NO BUSINESS like book business." Thus Sidney Satenstein expressed his lifelong love affair with the book business. He wooed it as manufacturer, literary agent, and idea man. When he died on February 22, some newspaper accounts described him as a publisher. Sidney would have been flattered. But he would have laughed. He was a maker of books, president of American Book-Stratford Press, one of the biggest and most vigorous manufacturers in the country. And he was a believer in books.

"Some people can't get to where the books are—let's bring books to them," he said in 1948 when he proposed to mount bookstores on trailer trucks. (He may have got the idea from Christopher Morley, one of *Saturday Review*'s founders and the author of "Parnassus on Wheels.") "People should know more about books," he declared. He wanted every truck that was in any way connected with books, whether they carried ink, paper, or machinery, to have huge posters on their sides proclaiming that "Books Make the Perfect Gift." He



ordered and paid for 1,000 such posters. A New York City ordinance against advertising on commercial transport at that time scotched the idea. After his anger had cooled, Sidney grinned and said, "You can't win them all."

WHEN RADIO WAS in its blatant youth, Sidney tied Alexander Woollcott to a microphone to broadcast tales of hardcover treasure. He enlisted Clifton Fadiman, Harry Hansen, and Carl Van Doren in the same cause. These programs helped make literacy acceptable and even fashionable in some sectors of broadcasting.

He always spoke of his literary agency as his avocation, but, as with everything he did, he worked at it with love and enthusiasm. It was worth doing well, for its own sake. He had the soul of a craftsman, which perhaps was developed as he was learning the trade. He started as a paper handler in his father's plant. He learned every phase of the business, loved the sounds of the presses, the smell of the inks, paper, and glue, the feel of the materials, the drama of a book coming to life.

For him, a manuscript he wanted to sell was an invitation to adventure, a chance to exercise a battery of talents that might have made him successful almost anywhere. Once, when he wanted very much to persuade a publisher to buy a book manuscript, he arranged a golf date at the course where the publisher played, choosing for his partner a man who was hard of hearing. Sidney had to shout his excitement about his "new author," which he did for most of the afternoon. The publisher "overheard" in detail and persuaded Sidney to let him have a look at the manuscript, which was, by coincidence, in his golf bag.

ALMOST EVERYONE who knew Sidney speaks of his "intuition," his hunches and his insights—with stories to back up their claims. But much of this quality was, I think, a sensitivity to the nature of the individual, a capacity to size up a situation, and an ability to bring things or people together in new and creative arrangements.

He built American Book-Stratford Press into one of the largest book manufacturing enterprises in the world—a giant with a giant's appetite for work. To find work for it in ever-increasing volume, Sidney sought out authors, developed book ideas himself, hired authors to generate related ideas, turned to advertising and promotion projects. All this was directed toward one goal: more books for the book industry to make and sell, and more people to read the books.

He said repeatedly that it is useless to spend all or even most of your time and effort trying to persuade nonreading adults to worship at the shrine of the book. Get the children to read, he said. Build the habit into them early, and keep at the job until it sticks. This was one of the ideas that led to the founding of the Library Club of America. There were many other ideas, too, all of them designed to promote books and reading.

He noted that each year industrial and corporate Christmas gifts increased in volume and variety—cigarette lighters, perfume, liquor, gaudy and useless gadgets, gift plans of all kinds except books. He had American Book sponsor magazine and newspaper advertising directed to the business community. It

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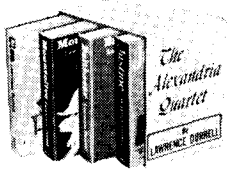

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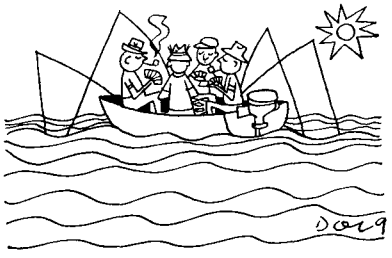
SIDNEY WAS A gambling man. He played in every major casino in the world and, as he often said, left sizable mementos at all of them. Some of his friends claim that he played so vigorously that he must have loved to lose. But it was the action he was after. Winnings were always interesting, but only as bonuses.

One morning last summer, after Sidney had been warned by his doctor not to expose himself to too much excitement, the Library Club of America received a large check from Las Vegas with a note: "The doctor says playing isn't good for the heart, so instead of playing for myself, I played for the Library Club kids. Love, Sidney."

Last fall, at Boca Raton, when he was not permitted to play golf, Sidney took some friends for an afternoon's fishing.



When they arrived at the grounds, he said, "Now let's have a little action. Two to one for the most fish, three to one for the biggest fish, and even money for the first fish." He caught the first one.

WHEN SIDNEY was made a commissioner of the New York State Board of Social Welfare, a position often regarded as honorary, he took it on as a serious job. There are hospitals that are more secure today for his having served, and training schools for boys with better programs because he paid attention to them.

Even under the pressure of his many activities, however, Sidney was a man who could laugh at himself. He loved to tell the story of his encounter with a policeman one afternoon as he was leaving his office. Sidney told his chauffeur to make a right turn that was ordinarily prohibited, but since he was known as a commissioner, the policeman on duty ordinarily granted him a special dispensation. A new, unbriefed policeman halted Sidney's car and started to write out a ticket. Sidney tried to pull rank, but it didn't work. Finally the chauffeur got out of the car and conferred briefly with the policeman, then got back in the car and drove off—with no ticket. "What happened?" Sidney asked in astonishment. "A

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brother Elk," replied the chauffeur.

However varied his interests and activities, Sidney always came back to and concentrated upon books. It might be a brilliantly wild scheme to try to sew up the manufacture of the Koran for the whole of the Moslem world. It might be the commissioning of the study of reading habits that resulted in the publishing of Link and Hopf's "A Study of Book Reading Habits." It might be the founding of the Gutenberg Award, which later became the National Book Awards. It might be the creation of the Library Club of America, which now reaches over 1,000,000 children in 3,200 units throughout the country. Or it might be the discovery of a bright new writing talent, or the germ of a new book idea. In the last week of his life, Sidney was arranging for Sam Snead to write a book on golf.

THE WORDS NEEDED to describe him have all been worn down to clichés. He had a lust for life, a joy in doing a good job, a taste for chance and adventure, a thrust toward new horizons. He spoke this past winter of the need for a program under the President's Peace Corps plan that would be directed toward eliminating illiteracy in the underdeveloped areas. "And, boy," he said, "then watch us sell them books!"

He called forth love and devotion as great as he gave, and enmity as well, for he was a goad to the industry he loved. Ben Zevin, president of World Publishing and a lifelong friendly competitor, put it simply: "He was a visionary and an innovator, so far ahead of the conventional thinking of the book industry that his prodding and restiveness made him its gadfly. Many of his seemingly impractical ideas eventually won wide acclaim, but only after stubborn opposition in some book circles."

Bernard Geis, the publisher, adds the other aspect: "When Sidney was for you and your idea, he was for you all the way."

Sidney himself said it this way: "I don't believe in the middle of the road."

—Frank G. Jennings.

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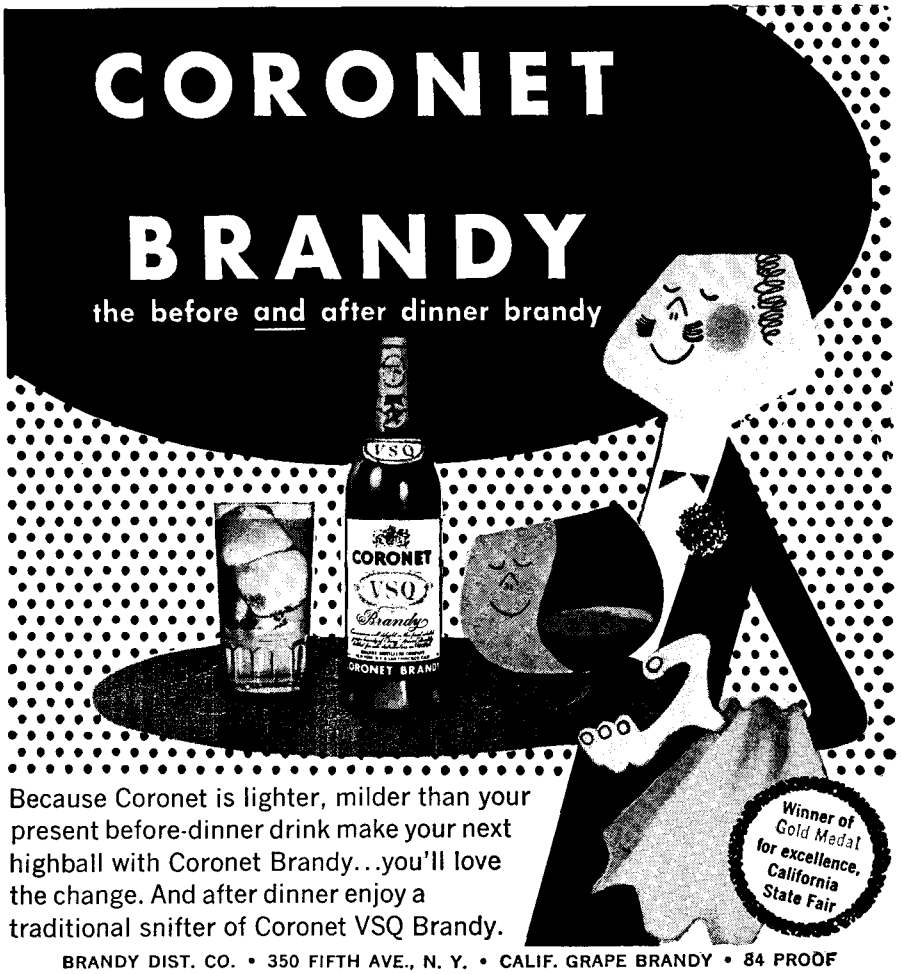

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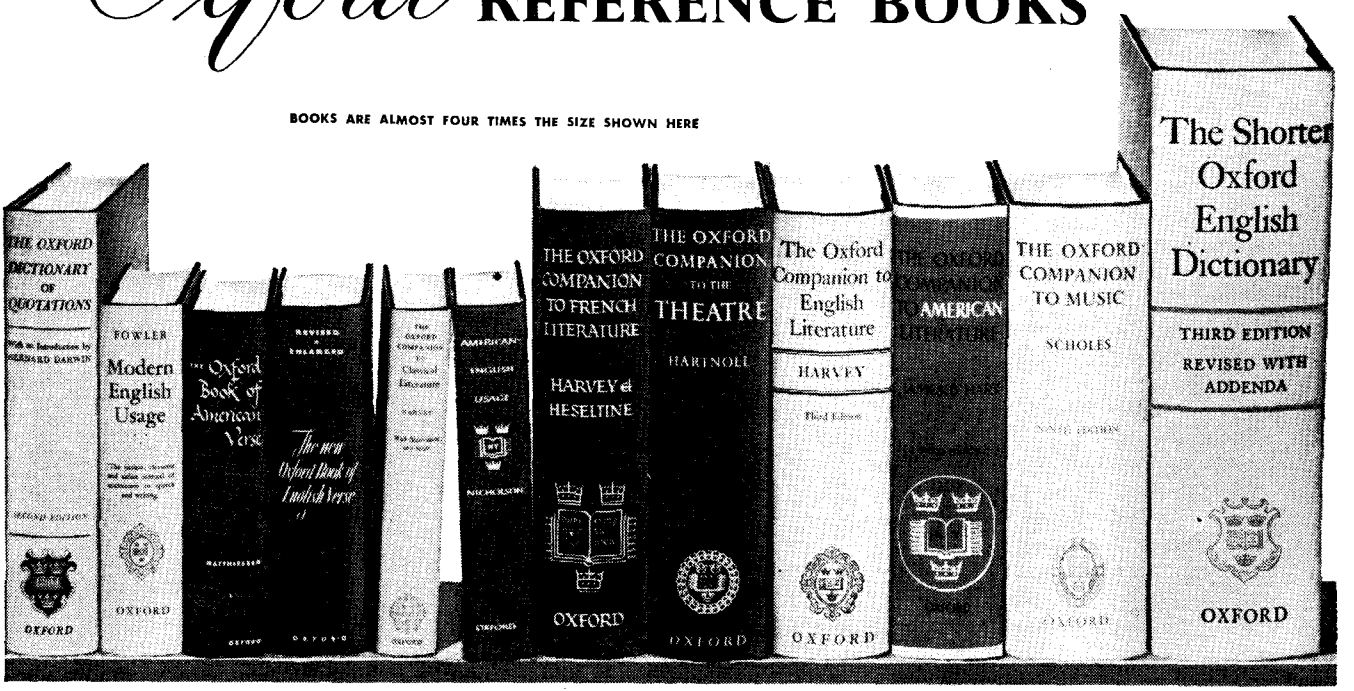

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Saturday Review

MARCH 18, 1961

The Cult of the Temporary:

WHO READS THE CLASSICS?

By HARVEY CURTIS WEBSTER,
author and literary critic who teaches English at the University of Louisville.

A GROWING number of readers today seem to regard the great literature of the past as something they can learn nothing from. They may, it is true, pay lip service to the "classics," but for the most part they do not read them. Even among college students, who might be expected to have a lively interest in the literary past, classics are too often thought of as dull books that for some inexplicable reason are required for the degree that will help their status-seeking and allow them the illusion that maturing stops on graduation day. These students, who are later to become docile readers of the books on the best-seller lists, view the classics not so much as trivial or unimportant, but simply as irrelevant to conditions in the 1960s. The implication seems to be that Shakespeare's sonnets would be better if their author had read Auden, that "War and Peace" would be better if Tolstoy had read Hemingway, that Fielding and Thackeray would be better if they had read Joyce and Faulkner.

Excuses, even reasons, can be given for this attitude, and I confess that I often fellow-travel with the cult I deplore. Once in the late Twenties and early Thirties, when I was accumulating degrees and starting to teach, the attitude was too extreme in the opposite direction. Although I studied and enjoyed "Beowulf," Chaucer, medieval literature, the smaller and larger Elizabethans, the "major figures" who published books before 1900, spent two semesters on six plays of Shakespeare, and read all of him for fun one summer, I was singularly innocent of any knowledge of contemporary writing. So were nearly all of my contemporaries at Oberlin College. Apart from the miscellaneous reading I had continued from childhood, when I did not discriminate between whoever wrote the Tom Swift books and Dickens, I was scarcely aware that all of the writers of the past had been men one happened to read because of more or less intelligent advice.

I recall clearly asking my favorite undergraduate professor if there were any good contemporary novels. He told me that Lewis is sometimes interesting, that Joseph Hergesheimer writes well, that Dreiser is worth reading because he makes so many grammatical errors and shows how you should not write. Even (perhaps I should say especially) to read modern writers while taking a doctorate was considered time-wasting by most graduate students.

Though what happened to me happened to most of my contemporaries, I believe timidly that this was better than what has befallen most readers in and out of college in the Forties and Fifties. Despite our worship of what we called the classics, many of us ultimately became engrossed by the fascinating game of judging writers still writing, and we did have historical perspective to judge them against. Never having succumbed to the enchantment of Faulkner or Hemingway or Eliot or Yeats, we could not criticize the writers of the past for not having been influenced by twentieth-century literature. Though our perspective in modern world literature was markedly inferior to that of today's student who knows Proust and Gide and Mann and has at least a faint conception of the wisdom of the East, when we came to the books of the present we did have enough perspective to recognize blatant imitations and imitators of imitators and to distinguish the really new from the new to us.

Pretty clearly the education, formal and informal, of both my generation and the generation of today is somewhat less than ideal. To misquote Matthew Arnold, "He who knows only the past or the present knows not even it." It is arguable that human nature, or at least the conditions under which it developed, changed fundamentally after World War I. Even Joyce, Forster, Woolf, Anderson, Mann, and Gide cannot quite speak one of the languages we need to hear, for they all

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matured their views of the world and of how to express them in the period when it was beautiful and decorous to give up one's life for one's country, when tea was always served at Grantchester at the same hour. Perhaps what the writers who matured before 1914 have said about the anxieties and tensions that confront us presents the horror we feel more wisely than the books written by those who grew up breathing total war or uneasy armistice. Certainly they are relevant (and so are Thucydides and Homer); but they cannot speak one of the languages we need to hear as Graham Greene, C. P. Snow, Faulkner, Hemingway, Saul Bellow, and Ralph Ellison speak it. The ideal reader, who will never exist but may be approximated, should feel and understand the presentness of both the past and the present. He should know how the Greeks encountered the continuous human dilemma and how Lewis Eliot walks through the corridors of power, how Donne and other writers of the seventeenth century came to terms with a chaos that resembles what smothers us, and how Graham Greene and Eliot have adjusted to the step of the winding stair we are stopped upon.

MY mind keeps wandering back to Matthew Arnold's essays, which it is less fashionable to sneer at than it was twenty years ago. Eliot and other gifted men like Ransom, Blackmur, and Cleanth Brooks have taught us how to read more intensively and sensitively than Arnold ever showed he could. But did not the "new" criticism deteriorate into a game in which finesse was the most commendable play? In which one could win stately nods of approval by worrying a twenty-line poem through thirty pages (never excluding the importance of even a semicolon)? And was not the scope of literature grossly oversimplified by limiting it to the few elected by a Calvinistic delusion about where grace must fall? It was even possible for such critics as Leavis and Winters, who have done some excellent things, to tell us not only which were the authors we might read without disgrace but to list their poems and novels in an exact order of excellence.

Such criticism was too remote from Arnold's. Arnold believed that literature is a criticism of life and that literature is valueless unless it illuminates our understanding of ourselves and the universe that surrounds us. He believed that Hellenism should be cultivated in his Hebraistic century and might properly suggest that Hebraism should be more remembered in our age of domineering and conflicting intelligences. He found in "immoral" Heine a truth that modern exploiters of Dylan Thomas might have pondered and not have written their books: "Others he saved; himself he could not." He penetrated the essence of minor and major writers of both the past and the present and uncovered pebbles of wisdom that started expanding circles in the mind. Like his modern deprecators, he said that we should know the best that has been thought and said in the world; he was humble enough to realize that he could not read enough to assume omniscience. Arnold was wise enough to write in "The Function of Criticism," "Ideas cannot be too much prized in and for themselves, cannot be too much lived with," but he warned against living the life of the mind only, avoiding the violent transposition of thought into action that has characterized the modern world. I am reluctant to insult any critic by suggesting he was influenced by Arnold, but I believe our best critics and literary journalists are Trilling (who wrote with passionate intelligence about him), Edmund Wilson, Malcolm Cowley, Granville Hicks, and a number of intelligent young men who have unpretentiously dared to apply wide reading to a criticism of life and have been affected directly or indirectly by the unfashionable eclecticism of Arnold.

"Morning, chief, how are ya feeling?"

PERHAPS the successful invasion of literary journals by new critics of this sort—it has started already—and a successful invasion of the Academy by teachers of like tastes and wisdom is more important than the conquest of outer space. Would it not be a good idea if all our literary journals carried a series of re-reviews of books of the past that would freshly appraise what these may say that is meaningful to the modern condition? Would it not be wise if all the literary journals followed the lead of *The Noble Savage* by reprinting relevant selections from other centuries side by side with the work of such distinguished moderns as Wright Morris, Herbert Gold, and Nelson Algren? Would it benefit or hurt the publishers if they no longer depended on that big best-seller which they believe makes the publication of better writers financially feasible? If publishers advertised more widely and more credibly a wide variety of good books that are not stocked nowadays by booksellers who rely upon the size of advertisements in *Publishers' Weekly* and the most widely circulated book review sections? Apparently the publishers of paperbacks have discovered that respecting the intelligence of the public pays and that it is not necessary to impel readers to buy that one big book that often disappoints and makes readers skeptical of *all* advertisements and most reviews.

Perhaps it would be a good idea to abolish best-seller lists entirely and to substitute a list of recommended books such as the *New York Times Book Review* prints after its list of best-sellers. After all, even the reader who wishes to read only good books is a little lost between the gushing superlatives of the reviewer who discovers a masterpiece a day and the severity of the critic who can find only one book in a decade that is worth scanning hastily.

The problem of the well-intentioned reader is accentuated by the bookseller, who must get rid of his overstock of the overadvertised candidate for best-sellerdom. Simple demand causes him

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to pay too little attention to selling books he really likes. Then there is the immense difference between the over-selectivity of the better book clubs and the feigned enthusiasm of men who select Book-of-the-Month and Literary Guild choices. Would it not be more sensible if the monthly book clubs became bi-monthly, quarterly, or twice-a-year book clubs (as the record clubs do) that are appraised by literary journalists who can distinguish between blurbing and critical reviewing?

Considering the 20,000 or so books published in English every year, perhaps the best answer would be to buy more discriminatingly. But how? Recognizing the importance of awareness of the best of the past and of the present, how can the most intelligent reader buy wisely without the help of the often unused or misused intelligence of publishers, reviewers, booksellers, and book selectors? Of the men I have known who were concerned with all these vocations, all have suffered to some degree from bad consciences. It seems probable that their psychosomatic ailments would diminish if they resolved really to serve readers.

AMONG the cogent and not so cogent arguments that the book profession may use against me, the most cogent is that the public is getting what it deserves. Reared by parents who suffer from the faults of a still adolescent society, taught by underpaid teachers who frequently believe the old saw that those who can do and those who can't teach, that poetry and truth are forever separate, the common reader of Samuel Johnson and Virginia Woolf has degenerated into someone who can take the worst Greene and the best Gardner in equal doses with equal pleasure.

Parents should care less about the subverting morality of the books their children read and more about the subverting influence of books that are miserably written. Teachers from kindergarten up should gauge more wisely what books the student can both like and profit by at what age and at what grade. "Silas Marner" is a good novel for a mature reader but it is in awful bore for the average student in high school, however artfully it is taught. Deplorable it may be (though I personally doubt it), but the average high school student really prefers "The Catcher in the Rye" or "Sanctuary" to the classics that pleased those who accepted the nineteenth-century curriculum in the twentieth century, as I did. If it is necessary that students should not read books with four-letter words they hear every day, why not give them, say, "Huckleberry Finn" or "Peck's Bad Boy" or "The Red Badge of Courage" or "Moby Dick" with the tedious passages excised? Nor should one forget that Lamb's "Tales from Shakespeare" is better than Shakespeare for some groups of students at some levels of development. And let us not be so democratic that we force the minority of excellent students with excellent backgrounds to read prescribed pap. In doing so, they may acquire permanently an intellectual laziness that will deprive them of that enjoyment of living which reading can help.

The survivors who go to colleges and universities for the economically mandatory degree or higher degree should be given a better curriculum than they usually get. Although it is true, as Lincoln Steffens once commented, that "It is possible to get an education even at a university," unnecessary impediments and imbalances are present almost everywhere. A middle-of-the-road curriculum that recognizes three cultures—the social sciences, the natural sciences, and the humanities—should be pleasantly enforced or persuasively recommended. No modern scientist should be allowed a degree without acquiring the humanity that comes from a study of humane letters. No teacher of literature should be allowed a class in kindergarten unless he knows something about botany, ornithology, and quantum physics. No psychiatrist should be let loose to miscure if he knows only his own Freud and has never read widely, like his master. No doctor should be allowed to treat a patient without having read modern economics and, yes, even Marx. No teacher should proudly flaunt an excluding knowledge of his specialty.

SUCH a curriculum should mean that Darwin and Einstein and L. P. Hartley and Galbraith and Shakespeare and Chaucer and Rose Macaulay should be permitted to invade the minds of students at nearly the same time. A wise comingling of knowledge may yet bring modern man to something like the common ground the few shared in the medieval synthesis. Books and fossils are more important than missiles or the rapid communication of nonsense to the farthest reaches of our scarcely civilized world. It is later than any of us think but not *too* late. While the fear of mutual annihilation prevents those we call leaders from unleashing their undiscriminating hatreds of "isms" opposed to theirs, there is time to start toward a new synthesis that will cultivate both the best of the present and the past without making a cult of either. Only wise and winning wisdom intelligently selected and persuasively taught can make our world worthy to escape the too logical conclusion that uncontrolled technology has made possible for well-intentioned and ill-educated mankind.

"Why don't you face it, Charles? Your logic is no match for my screaming."

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HOW TO LOSE YOUR VOTE

By ELMO ROPER

MOST PEOPLE are indignant about the denial of voting rights to Negroes. Such disfranchisement is a glaring evil, an obvious contradiction of the nation's moral principles, and as such it is easy to react against it passionately. Yet other forms of disfranchisement affecting much larger numbers of Americans arouse merely a public yawn. There are between 2,500,000 and 4,000,000 victims of poll tax and prejudice disfranchisement; but there are also 3,000,000 Americans who can't vote because they are traveling in or out of the country or living abroad; 5,000,000 who can't get to the polls because of illness or disability; and the largest group of all, 8,000,000 otherwise eligible citizens who have moved too recently to be allowed to vote under our laws. (And one must not forget the half-million permanent nonvoters living in the District of Columbia.)

These victims of what might be called "accidental prejudice" lack partisans and pamphleteers; their cases are undramatic and their plight is taken for granted. But when one tries to formulate the rationale behind denying the vote to people who happen to be away from home, or who are ill, when one asks the relevance of state or local residence to voting in a Presidential election, one is quickly forced to conclude that these are clear cases of "discrimination by law."

We pollsters have been complaining for years that only two-thirds of the electorate bother to vote—and that's in good years. This not only limits the democratic process but also inconveniences us by making election prediction more difficult. Actually, we have been a bit unfair to the electorate, for a large proportion of those berated nonvoters are in that category through no fault of their own. In the 1960 Presidential elections, 66 per cent of voting-age citizens voted. But of those citizens who actually met all *state* voting requirements, a larger 82 per cent voted. Clearly, changes in those voting requirements would do more to "get out the vote" than any amount of preaching about the virtues of voting by public opinion pollsters or citizens' groups.

The proof lies in the actual voting records of the various states. In Idaho, where there is permanent tax-free registration and voters are allowed to register up to three days before the election, where only six months' residence

in the state and thirty days in the county are required, where there is a liberal absentee voting law, 81 per cent of the voting population voted in 1960. In contrast, Mississippi, which requires two years' residence in the state and one year in the election district, which (except for the military) has a poll tax and no absentee voting, and which requires voters "to read, write, and interpret reasonably any section of the State Constitution," had a 1960 turnout of 26 per cent. The eight states at the top of the turnout list—Idaho, New Hampshire, Utah, the Dakotas, West Virginia, Minnesota, and Connecticut—all have laws that facilitate voting. The eight states at the bottom of the list—Louisiana, Texas, Arkansas, Virginia, South Carolina, Georgia, Alabama, and, finally, Mississippi—have laws that raise formidable barriers to voting. In the case of Negroes, these barriers are no doubt raised intentionally, but their effects extend farther than intended.

Around the period of any Presidential election a certain amount of public feeling is aroused about such potential sources of voting injustice as the Presidential primary and the electoral college. Even the President recently wrote off any hope of doing anything about the imbedded electoral college, but perhaps enough public concern remains to provide the impetus to change some outmoded state election laws. Here are some changes suggested by experts and

ESTIMATE OF CITIZENS OF VOTING AGE UNABLE TO VOTE

1.	Mobile adults unable to meet state, county, or precinct residence requirements	8,000,000
2.	Adults kept from polls by illness at homes, hospitals, nursing homes, homes for aged, etc.	5,000,000
3.	Adults traveling for business, health, vacation, and other reasons, unable to obtain absentee ballots	2,600,000
4.	Adult Negroes in eleven Southern states kept from polls by rigged literacy tests, poll taxes, various social pressures, etc.	1,750,000
5.	Adult illiterates in twenty-five literacy-test states	800,000
6.	Citizens of voting age in District of Columbia	500,000
7.	U. S. citizens living abroad	500,000
8.	Adult prison population	215,000
9.	Adult preachers of Jehovah Witnesses who face a religious disability to voting	225,000
	TOTAL CITIZENS OF VOTING AGE UNABLE TO VOTE	19,590,000
	TOTAL CITIZENS OF VOTING AGE	104,000,000
	TOTAL CITIZENS ACTUALLY ELIGIBLE TO VOTE IN 1960 ELECTIONS	84,410,000
	Total vote in 1960 Presidential elections	68,832,818
	Percentage of citizens of voting age who voted	66.2
	Percentage of actual eligibles who voted	81.5

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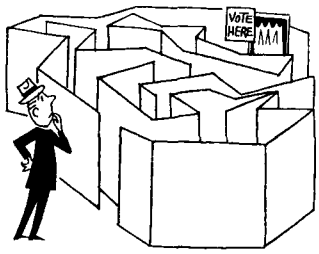
supported by the American Heritage Foundation, which might well be passed on to interested groups and legislators:

1. To facilitate the voting of movers in a nation increasingly on the move (a generally well-educated and thus highly qualified voting group), state residence requirements for local, state, and Congressional elections should be reduced to six months and county requirements to thirty days. Residence requirements for voting in Presidential elections should be pared to a minimum (Ohio now requires forty days' residence), and people who move just before Election Day should be allowed to vote either in person or by absentee ballot—in the place they moved from.

2. All eligible voters physically unable to get to the polls should be allowed to vote—and register—by mail. Liberalization of the absentee balloting system—a measure supported by a heavy majority of the public—would solve most of the problems of travelers, people living abroad, as well as the sick, disabled, and hospitalized.

3. Primaries should be held in late May or early June, instead of the summer, when many people are away on vacation.



4. Ballots should be shortened so that voters are not required to pass judgment on candidates they have never heard of for offices that logically belong under civil service or some other merit system.

5. Uncommunicative legal jargon used to describe propositions and amendments should be replaced by simple, descriptive language.

6. Registration should be permanent and registration lists should be checked annually to avoid fraud.

7. Paper ballots should be eliminated as fast as possible; voting machines or some better device should be substituted.

8. Literacy tests should be prepared by educators and should be objective and discrimination-proof.

If we can get some of the states to make some of these changes, we shall be on our way to that age-old democratic dream: universal suffrage.

1960 Election Scoreboard

PERCENTAGE OF CIVILIANS OF VOTING AGE WHO VOTED IN THE 1960 PRESIDENTIAL ELECTION

State	Civilian Population of Voting Age	Total Vote	Per cent
Idaho	372,000	300,451	80.766
New Hampshire	367,000	295,761	80.588
Utah	469,000	374,981	79.953
North Dakota	350,000	278,431	79.551
South Dakota	388,000	306,087	78.831
West Virginia	1,085,000	837,781	77.214
Minnesota	2,003,000	1,541,887	76.978
Connecticut	1,590,000	1,222,883	76.910
Indiana	2,784,000	2,135,360	76.701
Massachusetts	3,230,000	2,469,480	76.454
Iowa	1,669,000	1,273,820	76.321
Illinois	6,244,000	4,757,394	76.191
Rhode Island	533,000	405,534	76.085
Wyoming	186,000	140,892	75.748
Delaware	264,000	196,683	74.501
Maine	574,000	421,767	73.478
Michigan	4,519,000	3,318,097	73.425
Alaska	83,000	60,762	73.207
Colorado	1,007,000	736,246	73.112
Missouri	2,651,000	1,934,422	72.969
Washington	1,703,000	1,241,572	72.905
Wisconsin	2,373,000	1,729,082	72.864
Vermont	230,000	167,324	72.749
New Jersey	3,827,000	2,773,111	72.461
Montana	387,000	277,579	71.725
Nebraska	857,000	613,095	71.539
Ohio	5,833,000	4,161,859	71.349
Oregon	1,089,000	775,462	71.208
Kansas	1,315,000	928,825	70.633
California	9,219,000	6,507,082	70.583
Pennsylvania	7,102,000	5,006,541	70.494
New York	10,788,000	7,291,079	67.584
Oklahoma	1,399,000	903,150	64.556
New Mexico	491,000	311,118	63.364
Nevada	174,000	107,267	61.647
Kentucky	1,876,000	1,124,462	59.939
Arizona	680,000	398,491	58.601
Maryland	1,819,000	1,055,349	58.017
Hawaii	321,000	184,745	57.552
North Carolina	2,521,000	1,368,966	54.302
Tennessee	2,079,000	1,051,792	50.591
Florida	3,099,000	1,544,180	49.828
Louisiana	1,770,000	807,891	45.604
Texas	5,329,000	2,311,670	43.379
Arkansas	1,029,000	428,509	41.643
Virginia	2,244,000	771,449	34.378
South Carolina	1,227,000	386,687	31.514
Georgia	2,342,000	733,349	31.312
Alabama	1,825,000	564,242	30.917
Mississippi	1,163,000	298,171	25.638

SOURCES: *State Election Officials, United States Census Bureau.*

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A Quiet Sort of Magic

By Granville Hicks

SOME years ago William Maxwell delivered at Smith College a lecture entitled "The Writer as Illusionist," in which he said: "In writing—in all writing but especially in narrative writing—you are continually being taken in. The reader, skeptical, experienced, with many demands on his time and many ways of enjoying his leisure, is asked to believe in people he knows don't exist, to be present at scenes that never occurred, to be amused or moved or instructed just as he would be in real life, only the life exists in somebody else's imagination. If, as Mr. T. S. Eliot says, humankind cannot bear very much reality, then that would account for their turning to the charlatans operating along the riverbank, to the fortune-teller, the phrenologist, the man selling spirit money, the storyteller. Or there may be a different explanation; it may be that what humankind cannot bear directly it can bear indirectly, from a safe distance."

In several novels, particularly "They Came Like Swallows" and "The Folded Leaf," and in many short stories Maxwell has shown himself to be an adroit illusionist. His magic is of the quiet sort, even when, as in "The Folded Leaf," he is working in the neighborhood of tragedy.

"**The Chateau**" (Knopf, $4.95) is uncommonly quiet even for him, quiet, slow moving, and perhaps at times rather dull, but it casts its spell. It is the story of a young American couple in France in 1948. We are told only a little about them: Harold Rhodes is thirty-four, and works for an engraving firm; Barbara is a little younger. They have been married for three years and are saddened by their failure to have children. They have set out for France impulsively, without taking into account the difficulties of the postwar situation and with only a rudimentary knowledge of the language.

They have arranged to spend two weeks at a château near the Loire, and to this experience much of the novel is devoted. There are inconveniences and petty annoyances, partly because France has not fully recovered from the war, partly because the French are French. Harold and Barbara are often uneasy and sometimes downright miserable, but there are happy moments. They go to Paris for Bastille Day, returning to Beaumesnil for the balance of their fortnight. When they leave, they pay through the nose.

It is on their relationships with the people of the château that Maxwell concentrates. Both are friendly by nature, and Harold is unusually outgoing, but everywhere they find barriers and mysteries. Mme. Viénot, owner of the château, now befriends, now ignores, now exploits them. Elderly Mme. Straus-Muguet is attentive but puzzling. Most perplexing of all is Mme. Viénot's nephew, Eugène de Boisgaillard, who is warm and gay one minute and sullen and cold the next. No one behaves quite as they expect him to.

For the most part Maxwell tells all this in a straightforward, objective fashion, but now and then he pauses to explain a little about his young couple or to let us know what is going on in the minds of other characters. The magician steps out of his role, or at least pretends to, and though at first this startles us, he soon wins us over to his way of doing things.

The story continues. Eugène de Boisgaillard has invited the Rhodeses to stay in his apartment in Paris, and they do so, only to discover that he is an unpredictable and apparently an unwilling host. They see the sights, of course, and they again become involved with Mme. Straus-Muguet, who is as effusive and as incomprehensible as ever. They spend happy days in the South of France and then go to Italy and Austria, but we are told nothing about that, which is rather a blessing. Returning to Paris, for their last weeks in Europe, they again encounter some of the persons they have known in Beaumesnil. And finally the time comes for their departure.

This is the point at which the book could be expected to end, but Maxwell has written a kind of epilogue, which he calls "Some Explanations." This takes the form of a dialogue between a reader and the author. The reader wants to know what M. Viénot had been up to, why Eugène behaved as he did, what happened to various characters. The author answers these questions after a fashion, and goes on to tell how Barbara and Harold revisited France five years later and to report to the reader that they eventually had a child. This supplement comes close to anticlimax, and yet one can see what Maxwell is trying to do: the explanation really explains nothing, for mystery lies behind mystery. "So strange, life is. Why people do not go around in a continual state of surprise is beyond me."

The American in Europe has long been one of the favorite themes of our writers, from Melville (in "Redburn") and Hawthorne (in "The Marble Faun") through Howells and Mark Twain and Henry James to Sinclair Lewis and Ernest Hemingway. And what could be more natural? This is one of the ways, one of the important ways, in which we learn what we are really like. Henry James found enough in the theme to occupy most of his writing career.

Maxwell has taken a critical moment in history, just as the great postwar invasion of American tourists was beginning. His Harold and Barbara are innocent Americans, nice Americans, quiet Americans; Harold thinks they are representative Americans, and one hopes and believes he is right. They fall in love with France—"the way Americans are always doing"—and Maxwell makes us feel their passion. France is easy to fall in love with, but the Rhodeses learn that the French are elusive. Part of the trouble is simply that they are Americans, and Americans just then seem too lucky to be likable. But there are also the difficulties that differences of custom and language have always created. "What it amounts to," Harold reflects, "is that you cannot be friends with somebody, no matter how much you like them, if it turns out that you don't really understand one another." There is also the fact, never forgotten, that communication between two human beings is rarely perfect, even between two as much in love as Harold and Barbara.

There will be differing opinions about the book. Some readers, with whom I sympathize, will find that the novel proper moves at too deliberate a pace; others will relish every word and wish there were more. To some the epilogue will seem too tricky a device; others, on whose side I stand, will hold that the artificiality is justified by the sense that is given of multiple meanings. Everyone will agree that Maxwell writes a firm, polished prose and that he is in every way a skilled illusionist, who, like all skilled illusionists, helps us to understand reality. The book belongs on a shelf that holds some of the most distinguished American fiction.

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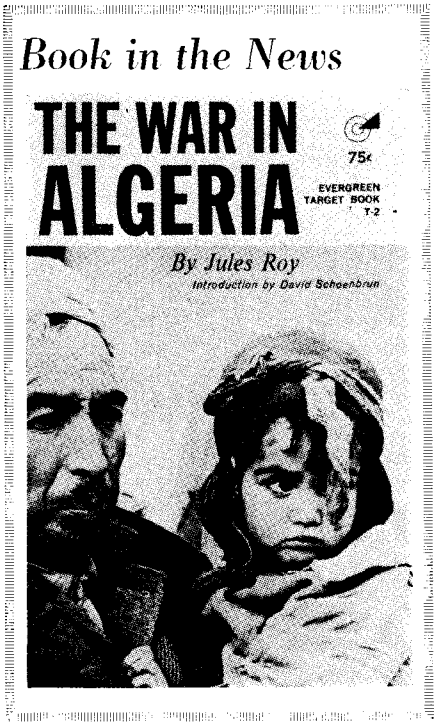
Book in the News



By Arnaud De Borchgrave, *roving senior editor of Newsweek.*

JULES ROY'S **"The War in Algeria,"** (Evergreen, 75¢, paperback) is the anguished cry of a civilized man—a cry of shame at the callousness of French homesteaders and the cattle-like existence of the Moslems; of revolt against the brutality of the French Army; of horror at the infernal circle of terrorism and repression; of alarm at the threat of a bigger conflict. Yet this account of the two Algerias, the part that eats and has guns and the part that starves, is lucid and objective.

The author's antecedents make this small book translated by Richard Howard (128 pages, including a preface by David Schoenbrun, CBS's Paris correspondent) a devastating indictment of what goes on in Algeria in the name of France. Jules Roy, fifty-three, was born and raised in Algeria, the grandson of a French settler. His father was a gendarme, and he himself chose a military career. He served in Algeria as a youth, switched to the air force, piloted a bomber on thirty-seven missions over Germany in World War II, was decorated six times, and rose to the rank of colonel. Disgusted with the rot and pointlessness of the war in Indochina, he quit the military in 1953.

Roy befriended Albert Camus (to whom his book is dedicated) in 1945 and lived in his shadow until the "conscience of Algeria" was killed in an automobile accident last year. Deciding to continue Camus's unfinished work, he returned to Algeria "to dig into the dung heap and say what the truth seems to be."

"The War in Algeria"—Roy's twelfth book—became a giant best-seller overnight and has already sold nearly 120,000 copies in France alone. An anesthetized French public was shocked out of its complacency. But even today very few Frenchmen realize that one-quarter of a million Arabs have been killed in Algeria in six years of war. A conspiracy of silence has pervaded most of the French press. Roy's own publisher, Gallimard, dropped him, and nine other publishers turned him down. No one dared antagonize General de Gaulle. Julliard finally decided that, far from jeopardizing de Gaulle's policies, "The War in Algeria" would contribute to the tragedy's inevitable dénouement. Secret police scoured France trying to seize the manuscript. Then the liberal weekly *L'Express* quickly printed excerpts because once a book has been seized no publication is allowed to mention it without being seized itself. Outmaneuvered, the government relented, and the "truth bomb," as it has been called, exploded.

Roy's peregrinations in Algeria are like so many stations of the cross. From his most tender youth it was drummed into him that the *ratons* (derogatory for Arabs) belonged to an inferior race. ". . . I suppose we always regarded them like oxen we treated well enough but which could scarcely inspire compassion." The Algeria he rediscovers is a country where "every man distrusts his neighbor . . . the Moslems wait and no longer believe in anything . . . young Moslems do not socialize with young Europeans . . . [they] avoid each other's eyes. What separates them is called fear. . . ."

THE origins of the civil war become self-explanatory in Roy's narrative. The main culprits are, quite clearly, the *colons*. Gross and unfeeling, they don't know what charity means. "It never occurs to them. They respect only money, which is everything to them . . . old native laborers, after working forty years on the farms, earn 595 francs a day [$1.20]. Not 600. And nothing on holidays. . . . An old woman who milks six cows morning and night makes fifty francs [10¢]." And when the milk collector misses his rounds, the milk is thrown away. Giving it to the *ratons* would be setting a "deplorable precedent." To dodge social security regulations they hire workers only four days at a time, then fire them. ". . . When they take on crews to make roads and crush stones, they go out to make sure work is resumed at two in the afternoon in midsummer, and they come back to the shade with a big smile: 'Would *you* do that for 256 francs a day?'"

"Lastly," adds Roy, the *colons*' "loyalty to their mother country does not exceed the usual limits." To save their harvest, they pay clandestine taxes to the rebels.

One little-known aspect of present-day Algeria is the French Army's population "regrouping" program. About a million and a half men, women, and children, their capacity for suffering exhausted, have been torn from their village homes by force and herded into huge stockades, where they can be better "protected" from the rebels.

A frightening generation is now growing up. Fifty-five per cent of the population is less than twenty years old, youths who were twelve or thirteen when the war started. From time to time the French Army's psychological action section displays rebel corpses in public. Kids ask questions but there is always someone there to murmur, "They died for their country."

Roy is at his poignant best when he quarrels with professional army officers over what they believe their mission to be. One captain explains that they are fighting "for a certain notion of what man is . . . to raise the standard of living of the people . . . to distribute the land in their interests, to keep them linked to us materially and spiritually, so that our influence will endure." The author answers the captain in an imaginary dialogue that constitutes the climax of the book:

> Hasn't our army murdered twelve hundred men in . . . Toujda alone? Doesn't the DOP [organization for extracting information under torture] form part of the command? Hasn't it tortured here, as it did in Indo-China? Is it not directed by our officers? And is it to defend the West that these crimes have been committed? Then let the West fall, and all the captains who won't make peace, and I myself who denounces them.

The Arabs, Roy says, miraculously still believe in a different France, a nation of fraternity sowing wonders and social revolutions in its path. "Yet it does not appear, as I am writing these lines, that peace will be imposed before new disasters, wider and deeper than those that have gone before, overwhelm both France and Algeria."

Those lines were written last summer. Since then de Gaulle has pronounced the magic words "Algerian Republic," and committees of the French and the Algerian rebel government have agreed to meet. Both sides appear to be coming to their senses. If peace comes soon Jules Roy can claim a large share of the credit.

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BIOGRAPHICAL ROMANCE

The Artist as Hero

"The Agony and the Ecstasy," by Irving Stone *(Doubleday. 648 pp. $5.95), applies to Michelangelo Buonarroti the writer's highly successful method of fictional biography. Robert J. Clements, professor of comparative literature at New York University, is the author of "Michelangelo's Theory of Art." He is now in Rome as a Fulbright Research Scholar, completing a book on "The Poetry of Michelangelo."*

By Robert J. Clements

HAVING delighted thousands of general readers and cinemagoers, and irritated dozens of art historians, with his dramatic portrayal of Van Gogh, Irving Stone presses closer to the title narrowly held by André Maurois, heavyweight champion of the *biographie romancée*. The reactions of his two categories of readers will be predictably the same to this, Stone's best book yet. This lengthy novel, with its flaunting, baroque title, follows Michelangelo from obscure birth to his late death as the greatest artist of his time. A couple of years ago, in the art circles of Florence, the sachems were telling amusedly that some American chap who knew no Italian was doing a book on Michelangelo. But Mr. Stone is an old pro at this game. He quickly learned which were the important sources, had many of them (including Michelangelo's 495 letters) translated, and, with his assistants, allegedly uncovered in four to five years as much usable manuscript material as generations of scholars, knowing Italian, Latin, and other languages, had been able to discover in four centuries. Without false modesty Mr. Stone claims in publicity for his book, "Almost half of 'The Agony and the Ecstasy' consists of newly discovered materials never before published." He further imposed upon himself the preparatory discipline of learning to carve stone. Before he could begin working with the quarriers, Mr. Stone, who got along without Italian, says he "had to learn [their] local dialect, now obsolete."

Whatever research methods he followed, Stone familiarized himself with Michelangelo. The statesman Piero

—*Bettmann Archive.*

Michelangelo—"a figure the world should know better."

Soderini once said of Michelangelo's marble "David," "You have given life to the figure." Mr. Stone has done no less for the artist himself, and this is important, for Michelangelo was a dedicated figure the world should know better. Picturing more fully the earlier half of Michelangelo's life, Stone presents vivid scenes of the struggles against materials, against family, against the Maecenate, and of the eventual triumphs. The hardships of dissecting, quarrying, and carving are knowingly described.

Stone's narrative method, however, is a puzzling one. As a novelist, he puts into practice Joshua Reynolds's precept: "Learn anatomy and then forget it." He researches the facts of his subject, only to add, change, and reject at will. Quotations from Michelangelo's letters reappear as conversation; remarks by one contemporary are placed in the mouth of another; regrets written to Luigi del Riccio are instead spoken to Daniele da Volterra. The wording of such actual records as Michelangelo's letters and poems is altered. And so on. Michelangelo is even made to listen (disinterestedly!) to a speech on Italian art centers that he himself made. Art historians who object to this technique will be called carping critics, but does Mr. Stone feel that the verifiable biographical and romantic elements here are inadequate in themselves for a "biographical romance"? Also, were Michelangelo's known associates so inadequate that invented ones must appear in their stead? In Sidney Alexander's novel "Michelangelo the Florentine" (first volume, 1957) the author did very well while inventing only one character, Andrea del Medigo. In Stone's version several close friends never appear (Giovanni da Pistoia, Lodovico Beccadelli, *et al.*). Fictional characters mix easily with historical ones, the most unlikely one being Clarissa Saffi, she of the dispensable peignoir, who teaches Michelangelo what every young man should know. This purple patchwork and the conjectured love with Contessina de' Medici merely show how Stone's advertised research in detail means little when the broad lines are distorted. The titillating poem from which a hypothetical love for a Bolognese girl (here, Clarissa) was once assumed is now known to be a routine plagiarism from Politian.

Yet these imagined women will get Michelangelo to Hollywood more certainly than would his attraction to pretty youths like Gherardo Perini, Febo di Poggio, and even Cecchino de' Bracci. Fifty of Michelangelo's 343 poems and poetic fragments, little used by Stone, are to Cecchino. These young men are never mentioned, except for a passing reference to Perini as a "former friend." This whitewashing prevents one from understanding the guilt-ridden poems in which Michelangelo begs Christ not to raise His arm against him, or even from understanding the personal meaning of the angry Christ in the "Last Judgment." Stone's Michelangelo is thus an idealized version, purged not only of ambisexuality, but of the egotism, fault-finding, harsh irony, and ill temper that we know were characteristic of Michelangelo (Stone's hero never deserved to have his nose smashed by Torrigiano). He is possessed moreover of a patient, resigned, and forgiving nature, almost Christ-like. Stone has made of his model an idealized *typos*, falling into precisely the one mode of portraiture that the Platonist Michelangelo approved.

Questioning in this way Mr. Stone's narrative method, I seem to be aligning myself with those critics who found Michelangelo's Madonna della Febbre unduly youthful, his Leonardo beardless, and his Adam naveled, and so I must not press the point. Using his novelist's license as he has every right to do, and coloring his narrative with bold, free strokes, Stone has written an important and thoroughly enjoyable novel. Only, when it reaches the best-seller lists, as it will shortly, those who decide such things must take care not to place it in the nonfiction column.

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Legend of an Imposter

"Pope Joan," by Emmanuel Royidis, *translated by Lawrence Durrell (Dutton. 150 pp. $3.50), first published in 1886, retells the legend of a ninth-century girl who allegedly became a Pope. Kimon Friar, editor of The Charioteer, a quarterly of modern Greek culture, is one of the judges this year of the National Book Award in Poetry.*

By Kimon Friar

IN THE somewhat irreverent and ribald legend of a woman who allegedly became Pope, Emmanuel Royidis (1834-1904), a man of one book, found his perfect subject, and Lawrence Durrell the one and only book he should have translated from the Greek. In this edition of "Pope Joan" subject, author, and translator are ideally matched, and the result is a "small masterpiece" not only of Greek but also of English literature. Durrell would place it on his bookshelf somewhere between "Candide" and "Thaïs," and there, I think, it should keep questionable company with Petronius Arbiter's "Satyricon," Rabelais's "Gargantua and Pantagruel," Byron's "Don Juan," and Durrell's own "The Black Book."

Joanna was supposedly born in Britain in the ninth century, the offspring of a baron's goose-girl and of either one of two Saxon archers who ungallantly surprised her one morning as she was washing clothes by a river bank. Her father-in-name-only, an English monk of Greek extraction, eked out a peripatetic living with her by drilling her into a kind of glorified quiz-kid of medieval church lore who enraptured the monks, nuns, and holy fathers of Germany and France with her quick answers to the most abstruse questions of theological disquisition, often supporting them with a verse from scripture or a text from Boniface.

After her father's death, when she was seventeen, she was visited in a vision by St. Ida, who offered her worldly pleasures, and by St. Lioba, who offered her all that and the sanctity of Holy Orders and the Pope's triple crown thrown in for good measure. The choice for Joanna was not hard to make. On entering the convent of Mosbach, she was set to copying the Pauline epistles in gold with the tremulous help of Father Frumentius, a downy lad of eighteen. Like Dante's Paolo and Francesca, they read no more in that illuminated though not illuminating book that day. Frumenius finally persuaded Joanna to don a monk's cassock and join his monastery, that they might spend the rest of their lives together in brotherly bliss, offering as an argument "the opinion of Origen that all women would anyhow be transformed into men on the Last Day." Thus began Joanna's metamorphosis into Brother John, into a masculinity which retained all the advantages of femininity, and which proves, according to Plato, that all dualities are finally resolved into a conclusive One.

Seven years passed in rapturous union before Fathers Frumentius and John were forced to flee to Athens, where, after eight years of disquisition, learning, and expansions of erotic horizons, Brother John abandoned Brother Frumentius and sailed off to Rome, where he soon became the trusted secretary of Pope Leo IV, and on whose death he (or she) was unanimously elected Pope John VIII. Though as a Brother, Joanna is said never to have conceived, as "Pope" her conception was far from theoretical; while she was anathematizing a plague of locusts one day, she was said to have given birth to a stillborn child (whom her faithful had some difficulty in hailing as a miracle) and expired in travail. Angels and devils contended for her soul, and Royidis is of the opinion that, because she repented and her sins were venial, she was transported to Purgatory.

It must not be thought from such a bare summary that this small, well-wrought masterwork is crude or obscene—with the exception, perhaps, of the final scene of travail. On the contrary, Royidis took great delight in bypassing most scenes of voluptuous play and embellishing his pages instead with witty, ironic, and satiric commentary on sundry ecclesiastical dogmas, practices, habits, and customs of medieval times. Though he admitted to inventing much of the earlier life of his heroine, he insisted to the last, in several pamphlets of rebuttal, that he had taken the details of her popedom and travail from unimpeachable church chroniclers, quoting Platina in particular. He ransacked his medieval sources of every curiosity and emblazoned his book as zealously as a cloistered monk his palimpsest, for in a curious way Royidis was himself a kind of hedonistic friar. He was anathematized, of course, by the Greek Orthodox Church, though the French Catholic press of his day smiled indulgently on his book as on an "elaborate tease." Yet one reads Royidis in Greek (and Durrell with equal delight in English) less for the matter than for the manner.

"Pope Joan" should also lie side by side with Sir Thomas Browne's "Urn Burial" or Isaak Dinesen's "Seven Gothic Tales"; and Keats would as much have delighted to browse in it as in Burton's "Anatomy of Melancholy." Curios of medieval scholarship are imbedded in the text lightly, deftly, with rapier dexterity. Royidis's tropes are delightful, as one that begins, "Between our hearts and the spring when we are twenty there exists, according to the poets and the doctors, a mysterious and inexplicable relation," and craftily concludes, "like that of Socrates to Alcibiades"—a simile Housman would have admired. He can say of cherries in an orchard that they had "fallen by the sheer weight, it seemed, of the condensed dew on them," and thus puncture a deeply beautiful image with the ironic needling of "it seemed." Perhaps we should place "Pope Joan," as much for its elaborate and witty style as for its hedonistic zest for life, next to such other books of its true English author as "The Alexandria Quartet" of Lawrence Durrell.

FRASER YOUNG'S

LITERARY CRYPT NO. 921

A cryptogram is writing in cipher. Every letter is part of a code that remains constant throughout the puzzle. Answer to No. 921 will be found in the next issue.

ZPA'H HCNE CKPTH OPTQBGNR; MH SMNN KG ZPAG SLGA OPT NGCXG. CZZMBPA DMWAGQ.

———

Answer to Literary Crypt No. 920

When you think of the condition of the world today you sometimes wish that Noah had missed the boat. —BISHOP FULTON SHEEN.

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Gentle by Galilee

"The Secret of the Kingdom," by Mika Waltari, *translated by Naomi Walford (Putnam. 442 pp. $4.95), views Jesus through the eyes of a young Roman aristocrat who happens to witness the crucifixion and resurrection. Robert Payne, who has traveled widely in Asia, wrote "The Gold of Troy" and "The Splendor of Greece," among other books.*

By Robert Payne

EVER since Ernest Renan wrote the first of the modern novels concerned with Jesus, there has been a tendency among novelists to see him as a sweetly sentimental figure, white-robed, bloodless, and bearded, dispensing blessings. The gentle shepherd wanders over a gentle landscape attended by his gentle sheep. He is always a little out of focus, shimmering and remote, smiling his faint smile of compassion upon the world of men. Kazantzakis broke the mold, portraying him as Jesus Zarathustra, a wild, improbable figure enmeshed among devils, but there was no conviction in the portrait. A believable Jesus has yet to come.

Mika Waltari is a faithful follower of Renan, and his long novel is as incredible as all the rest. Jesus is crucified and rises from the grave on the third day, and it is all painless, easy to read, and completely unreal.

He starts promisingly enough with his aristocratic Roman, Marcus Mezentius Manilianus, who wearies of the fleshpots of Alexandria and arrives at Jerusalem on the day of the execution in time to watch the dying agonies on the cross. Sensibly—for he has connections in high places—Marcus acquaints Pilate with his suspicions that a man of great and remarkable powers may have been crucified by mistake. Pilate is affable, and sends Marcus off to view the grave: he finds the graveclothes undisturbed, but Jesus has vanished. Marcus wonders how the body wriggled out of the graveclothes, and for a brief, delirious moment he assumes the aspect of Inspector Maigret searching for clues. Unfortunately, the graveclothes are destroyed by order of the high priests, and this promising field of inquiry is soon abandoned.

Intrigued, Marcus continues his inquiries on another plane. One by one he encounters the followers of Jesus. Nicodemus, Lazarus, Mary, Mark, Nathanaiel, John, Thomas, and Simon of Cyrene are all visited secretly, interrogated, and examined. Zacchaeus comes down from Jericho; Matthew drops in; an invisible stranger leaves the print of his feet on the marble floor, and a speck of blood. Minor miracles occur, and very strange ones they are. Mary Magdalene bends an oak staff as though it were made of rubber, and the spear jumps about in the hands of Longinus. "Is it true," asks Claudia Procula, "that Mary Magdalene has abandoned her former profession?" Johanna, the wife of Chusa, appears in Tiberias to discuss over the royal supper table the coming of Jesus. But Marcus wanders off on his own, and one day, pursuing Jesus to the shores of Galilee, he sees him roasting fish by the lakeside. It is the moment of ultimate vision, described with reckless and breathtaking simplicity in the gospels. In this novel Jesus shows Marcus his wounds, and says, "Soon you will see a chariot race. Wager a sum of money on the white team. Then find the girl and give her your winnings."

Marcus is nothing if not obedient. He runs off to the chariot races, puts his money on the white team, and finds the green-eyed Myrina, for whom he abandons all his other women including his Roman mistress Tullia—a tart little minx with no sense of humor, for she immediately uses her influence to have Marcus expelled from the regions ruled by Pilate. Marcus with his Christian Myrina moves on to Damascus, where he will no doubt encounter Paul during the second volume of his reminiscences.

IT IS all horribly wrong and silly, and perhaps dangerous. I thought Lloyd Douglas had reached the extreme of vulgarity in "The Robe," but Mika Waltari excels him. There are scenes in this book so tasteless that they seem designed to reduce the story of Jesus to the dimensions of an anecdote. It will be very, very successful.

Your Literary I. Q.

Conducted by John T. Winterich

ROVING WRITERS

The works listed below, largely novels, and all in English, were written, in whole or in part, in the localities given in the second column. You are asked in each instance to affix the correct locality to the correct title. Answers on page 34

1.	"The Adventures of Tom Sawyer" (Mark Twain)	( ) Apia, Western Samoa
2.	"Ben-Hur" (Wallace)	( ) Birmingham, England
3.	"The California and Oregon Trail" (Parkman)	( ) Brattleboro, Vermont
4.	"David Balfour" (R. L. Stevenson)	( ) Brattleboro, Vermont
5.	"De Profundis" (Wilde)	( ) Brooklyn, New York
6.	"Dombey and Son" (Dickens)	( ) Chapel Hill, North Carolina
7.	"Ethan Frome" (Wharton)	( ) Elmira, New York
8.	"Frankenstein" (Mary Shelley)	( ) Florence, Italy
9.	"The Jungle Books" (Kipling)	( ) Geneva, Switzerland
10.	"Leaves of Grass" (Whitman)	( ) Lausanne, Switzerland
11.	"Look Homeward, Angel" (Wolfe)	( ) London, England
12.	"The Marble Faun" (Hawthorne)	( ) London, England
13.	"Moby-Dick" (Melville)	( ) Paris, France
14.	"Mutiny on the Bounty" (Nordhoff-Hall)	( ) Pittsfield, Massachusetts
15.	"The Plumed Serpent" (D. H. Lawrence)	( ) Reading, England
16.	"The Portrait of a Lady" (James)	( ) Rome, Italy
17.	"Rip Van Winkle" (Irving)	( ) Santa Fé, New Mexico
18.	"A Tree Grows in Brooklyn" (Betty Smith)	( ) Tahiti, French Oceania
19.	"Ulysses" (Joyce)	( ) Taos, New Mexico
20.	"World So Wide" (Sinclair Lewis)	( ) Zurich, Switzerland

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Where to Find all the Facts and Figures

By DAVID M. GLIXON, *of The George Macy Companies, who, as an editor and translator, can usually be found near a reference book.*

THERE used to be a reference book with the engaging if rather smug title "I Know All." To feel just as smug as that title, merely spend a few hours with some of the reference works issued in the past twelvemonth. A couple of weeks from now it will all be forgotten, but right now I challenge you to ask me anything, anything at all, from the no-longer-dim past to the crystal-ball-clear future; from beatniks to Zen hipsters; from *a cappella* to Zimbalist, Fra Angelico to Zurburan, Babe Ruth to Yogi Berra; and from Anglo-Saxon (including all the four-letter words), through Greek (including the Greek-letter societies), to the Zyrianic people of the Koni-Permyak National Okrug.

You too can make like a polymath. To accomplish this on a small budget, buy the 1961 edition of the "**The World Almanac and Book of Facts**" (Doubleday, $2) or the "**Information Please Almanac: Atlas and Yearbook**" (McGraw-Hill, $2.95); either way you get exactly 896 pages of virtually identical dimensions. Though the former is packed a great deal more tightly with its myriad facts, and carries events of 1960 three weeks later (November 29), the latter has a number of special features such as a Crossword Puzzle Guide, a not quite up-to-date dictionary of new words, and a twenty-eight page section of two-color maps.

The Almanacs, of course, are one-volume miscellaneous compendia, carrying along their tons of basic information from year to year, continuously updating it. But for a much more thorough report and discussion of practically everything that has happened in the preceding year, written in full essay style and arranged alphabetically by topic, you must turn to the supplements to the big encyclopedias, for they do a superb job. Possession of the "**1961 Collier's Encyclopedia Yearbook**" (Crowell-Collier, $10), for example, would be an almost unfair advantage to a high-school or college student as well as to anyone else trying to keep afloat in today's maelstrom. Besides the standard authoritative articles and illustrated chronology, Collier's new volume includes a forward-looking section by its editor-in-chief, Dr. Louis Shores, entitled "Prospect—1961," and pictorial features such as one on the Civil War, which presents both Northern and Southern views of that gory conflict.

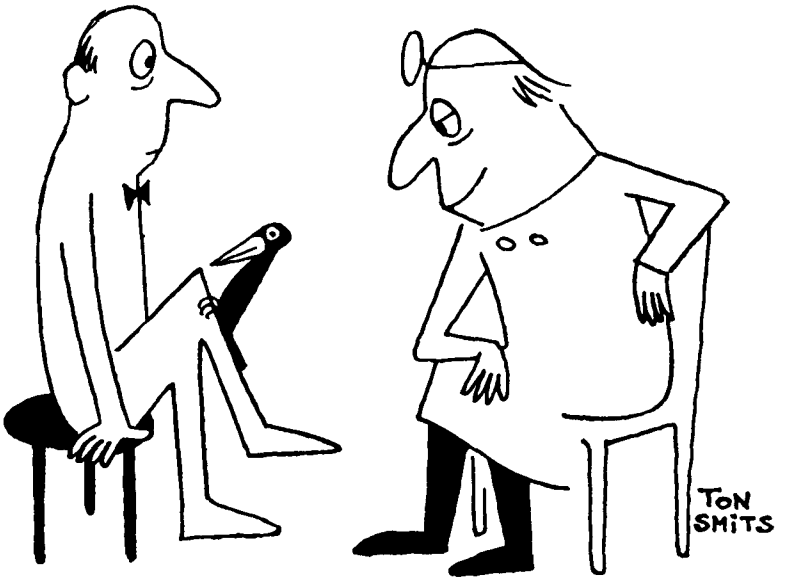
Before we get into the specialized works, a passing tribute must be paid (a little belatedly, since the new version first appeared over a year ago) to the revised "**Petit Larousse**" (Tudor, $7.95), which even in its older forms has been perhaps the most remarkable of all compact general reference works. With its revitalized format, its 5,000 illustrations profiting by vastly improved reproduction methods, its clearer type, crisp full-color plates, and excellent colored maps, you don't need to be much of a French student to choose this as your desert-isle book. The arts and sciences, literature, history, politics —all are graphically available in a chunky 1,800-page encyclopedic dictionary of which an English counterpart is reported to be in preparation.

A new and respectable contender in the same field is "**Le Quillet Flammarion Dictionnaire Usuel**" (Dutton, $6.95). In sheer wordage it exceeds the "Petit Larousse," but illustrations are fewer and less clear and the type and maps less attractive. Derivations are consistently provided by Larousse; there are none in Quillet, but it does give pronunciations, which appear only occasionally in Larousse.

From the general to the particular, spotlighting first the world of not-so-united nations: If you are in the market for a travel guide, an atlas, realistic and romantic pictures in black and full color, and encyclopedic information on each of 116 countries or areas, with generous details on ninety-seven subdivisions, you will find the answer in a single, mouth-watering volume of generous proportions, "**The McGraw-Hill Illustrated World Geography**" (McGraw-Hill, $15). Besides the twenty-five-page, full-color atlas section, each country has its own smaller map printed —like the 500 text pages—in black and red. For most countries you are first advised what to see, and then come the briskly written paragraphs—rubricated for quick reference—on such matters as history, flora and fauna, people, and government. The pictures are mostly new and unhackneyed, and the entire work is so well organized that little of the text is affected by recent political upheavals.

FOR exhaustive, all-out treatment of the same material, the veritable last word is "**The Worldmark Encyclopedia of the Nations**" (Harper, $30), which had Benjamin A. Cohen as its editor-in-chief and an advisory board that included James T. Shotwell, Norman Cousins, and similar experts. Here too a thirty-two-page atlas section supple-

(*Continued on page* 32)



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PICK OF THE PAPERBACKS

REFERENCE SHELF: This, *SR*'s Reference Book Issue, is a good time to review some of the current paperback handbooks. To begin with dictionaries (and don't we all?), "**Webster's New School and Office Dictionary**" (Crest Giant, 75¢) is a fat, pocket-sized compendium that includes among its supplements a list of Presidents. It's even new enough to include John F. Kennedy, born 1917, Brookline, Mass., paternal ancestry Irish, Democrat, inaugurated 1961. Nothing about Jackie though. "**Webster's New World Dictionary of the American Language**" (Meridian, $1.95) is a "concise edition" of the famous "college" edition. It's desk- rather than pocket-sized, illustrated, and contains more than 100,000 entries. Its supplement includes both a guide to grammar and to mathematics.

"**Best Quotations for All Occasions**" (Premier, 50¢), edited by Lewis C. Henry, is arranged according to topics. Browsing through and stopping at Love, we sighed to read that "man loves little and often; woman much and rarely," while Napoleon said that "the only victory over love is flight" and Plato called it "a grave mental disease." Compiled in 1871, "**Soule's Dictionary of English Synonyms**" (Bantam, 95¢) is alphabetically arranged, thorough, and designed to get us over the humps of inarticulation.

Now that spring is here the next best thing to England is "**Complete Guide to Gardening**" (Perma Books, 50¢), by Montague Free, who describes the sowing, care, and harvesting of practically everything, including rutabagas. And in March, according to Mr. Free, "If gladiolus corms show any sign of infestation with thrips fumigate with naphthalene flakes or immerse them in corrosive sublimate solution." If that doesn't "thrip" them up, nothing will.

One of the handsomest reference books around is "**Handbook of Plant and Floral Ornament**" (Dover, $2.98), from the sixteenth-century Herbals, arranged and supplemented by Richard G. Hatton. Drawings, many in full-page size, show details of herbs, flowers, and trees. It's a book for browsing as well as for reference.

For minute glimpses of Shakespeare's plays, J. Walker McSpadden has provide "**Shakespeare's Plays in Digest Form**" (Apollo, $1.25). Each entry has a cast of characters, an act-by-act synopsis, quotations from authoritative critics. College students, notorious lovers of outline series, ought to leap at this.

Although we have mentioned these before, now is a good time to glow once again over "**A Handbook of Greek Literature**" (Everyman, $1.95) and "**A Handbook of Latin Literature**" (Everyman, $2.15), both by the distinguished classicist H. J. Rose. Each is an extensive and perceptive journey through the respective literatures. —ROLLENE W. SAAL.

FICTION

Outstanding among recent paperback fiction are two volumes by the distinguished English novelist (and scientist and civil administrator) C. P. Snow. "**The Search**" (Signet, 75¢) is a prewar novel that reflects the author's own conflict between science and art. "**The New Men**" (Scribners, $1.75), which belongs to Snow's postwar flowering, is part of the "Strangers and Brothers" series. It tells of narrator Lewis Eliot's scientific friends who are involved in making the atom bomb.

Three contemporary Americans are among the new paperback publications. "**Two Weeks in Another Town**" (Signet, 75¢), by Irwin Shaw, is probably his best postwar book. The fortnight is set in Rome, where the hero, a NATO employee, gets involved in the international movie set. A good part of John O'Hara's "**Ourselves to Know**" (Bantam, 75¢), especially the young manhood of hero Robert Millhouser, is top-notch O'Hara. The story concerns a man who murders his wife, both before and after the crime. "**Mountain Medicine and Other Stories**" (Cardinal, 35¢), originally titled "The Big It and Other Stories," by A. B. Guthrie, Jr., is a collection of Western tales, most of which appeared in places like *Collier's*, *Saturday Evening Post*, and *Esquire*.

"**Henry James: Fifteen Short Stories**" (Bantam, 75¢) includes such well-known tales as "The Pupil" and "The Beast in the Jungle" and lesser known stories like "Pandora" and "The Two Faces."

We noted some time ago that Jane Austen's "**Mansfield Park**" was missing from the paperback line-up. Dolphin has now remedied that and for 95¢ we can be reunited with Fanny, the Bertrams, and the Crawfords.

NATURE

J. Henry Fabre, the nineteenth-century French entomologist, recorded in a massive ten-volume set his "continual search for truth in the little world of which I had made myself the historian." His "little world" is peopled with red ants, beetles, scorpions, and caterpillars, which frequented his garden in the tiny village of Sérignan in southern France. "**The Insect World of J. Henry Fabre**" (Apollo Editions, $1.95), containing selections from the larger work, is distinguished not only by the quality of Fabre's scientific observations but by the poetic prose. Edwin Way Teal has written an uncommonly informative introduction.

Another inquiry into "**Insects: Their Secret World**" (Apollo, $1.75) has been written by Evelyn Cheesman, who spent months observing and experimenting in New Guinea. She has a casual way of imparting facts about migration, camouflage, and life within an ant hill.

Apiology is the study of bees, and if

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you've ever wondered how a honey bee finds his way home from a buttercup, you ought to read not one but two fascinating accounts of bee life. **"Dancing Bees: An Account of the Life and Senses of the Honey Bee"** (Harvest, $1.95) is an illustrated account by Karl von Frisch of his forty-five years of observing their habits. Frank S. Stuart's **"City of the Bees"** (McGraw-Hill, $1.95) is a charmingly written account of a year in the life of a wild bee. Reading Mr. Stuart's book is a little like delving into the past of some ancient Cretan culture where the Queen is surrounded by worshipful followers, ceremonial rites, and heroic sacrifices.

Questions and answers are the format used by the late Alan Devoe in **"This Fascinating Animal World"** (McGraw-Hill, $1.95). Although you might never have thought to ask some of the questions Mr. Devoe does (can a fox climb a tree?), you will learn that crocodiles do weep, that fish can drown, that porcupines don't throw quills.

Man could take a lesson in congenial family life from the gibbons, who live pleasantly and monogamously in the Thailand forest. Marston Bates describes them and all kinds of other birds, beasts, and fish in **"The Forest and the Sea"** (Mentor, 50¢).

George H. T. Kimble is a well-known geographer, and his book **"Our American Weather"** (Midland, $1.95) follows sun and snow month by month across the country. You may still get caught without your umbrella even after reading Mr. Kimble's informative book, but at least you'll know why it's raining.

THE MIND

"Paul and Mary: Two Case Histories from 'Truants from Life'" (Anchor, $1.45) are youngsters whom the author, Dr. Bruno Bettelheim, treated at the University of Chicago's Sonia Shankman Orthogenic School. Mary, eight, suffered from severe childhood schizophrenia, while Paul, ten, already had a record of suicide attempts. "Far from being too extreme to apply to all children, the difficulties of Paul and Mary teach us much about problems we must all be ready to deal with." This is absorbing reading both as case history and as an account of psychiatric method.

A group of scientists have each contributed essays from their own fields—psychology, sociology, anthropology—which trace aggressive action, individual as well as political, back to its roots in frustration. **"Frustration and Aggression"** (Yale, 95¢) includes the writings of John Dollard, Leonard Doob, and O. H. Mowrer among others.

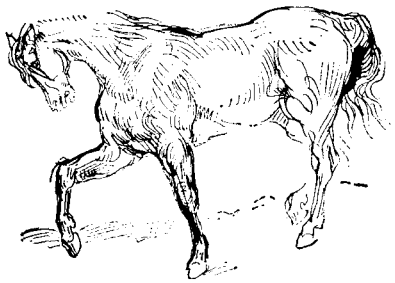
O. H. Mowrer is also the author of a provocative book titled **"The Crisis in Psychiatry and Religion"** (Van Nostrand, $1.95), in which he discards Freudian theories of guilt and asserts that the churches that have adopted Freudian thought have also failed in their rehabilitative role. You'll have to be pretty familiar with a roster of psychiatric terms and names to say yea or nay to this book.

Theodor Reik is probably the most widely read contemporary psychoanalyst. His newest book in paperback is **"Psychology of Sex Relations"** (Evergreen, $1.95), and in it he discusses sexual drives and romantic love. Written in his usual lively style, it's sprinkled with case histories and recollections from the author's past.

André-Jean Festugière's **"Personal Religion Among the Greeks"** (University of California, $1.50) is a rather specialized study in which the author illuminates the relationship between the Greeks and their deities. According to M. Festugière, the Greeks sought a close, personal man-and-god union.

Case histories make up a good part of Dr. Emil A. Gutheil's **"The Handbook of Dream Analysis"** (Grove, $2.95), which is not a do-it-yourself kit in dream symbolism but, rather, a scholarly explanation of the transmutation of objects and desires into dream disguises. A glossary of terms and names found in psychiatric writings is particularly helpful.

IN HIS YOUTH Delacroix was torn between literature and painting and, famous as he became as an artist, he never lost his love for words. **"The Journal of Eugene Delacroix"** (Evergreen, $4.95) is the proof. Recording his last forty years—from 1822, when he was twenty-four, to 1863—it is the revealing story of his intellectual, artistic, and human involvement. With painstaking insight, he traces the progress of his loves, of his friendship with Chopin, Gautier, George Sand, of his famed rivalry with Ingres, of his early worship of Byron and his late disdain of Michelangelo. And scattered among the pages is the dividend of Delacroix's drawings.



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Idealism Revisited

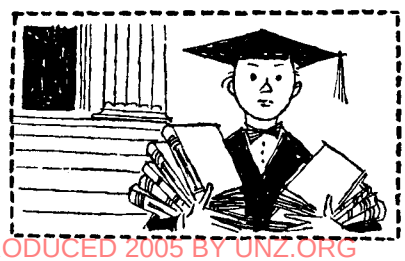
LESS THAN a year ago in this space, we reported on the intellectual drowsiness that seemed to be the dominant condition of many college campuses. There was little sense of surge or interaction with ideas and events outside the school. In an age of blazing issues, the concerns of the students seemed well refrigerated. We noted important exceptions, to be sure, but the general impression was of a Detached Generation.

The big news today is that the slumber party is over. The college campus has come fully alive. The reason for it goes by the name of the American Peace Corps—President Kennedy's proposal for enlisting the energies, talents, and passions of countless thousands of young people in human service overseas. Instead of dreary conversation about the meaninglessness of existence, students are now earnestly exchanging ideas about the different needs of communities in Asia and Africa. They are matching their abilities to the problems of underdeveloped nations. Words like purpose and commitment are used without apology or circumspection. The stillness of academe has been shattered. Idealism is back in style.

The shock waves are not confined to the campus. In Washington, Congressmen and agency officials are astonished by the eruption of animated concern for the problems of distant peoples. They are being insistently prodded by students or parents for full information about the Peace Corps and all that it portends, and they are frankly bewildered. Some of them had predicted that the program would be a dud; students were too blasé for unabashed do-goodism of this kind.

The spirited reaction to the President's proposal is not confined to the young. The nation as a whole finds stimulation here for the moral imagination. And once again, a basic lesson about the fundamental nature of human response has to be relearned. It is that the function of leadership in an age of crisis is to make inspiring demands on people. It has been the fashion for some years to assume that the American people were not ready for big ideas and that, indeed, political leaders who got too far out in front would lose their jobs. This has led to all sorts of polls and canvassing operations designed to indicate how fast government might move in important directions. Everyone was waiting for someone else to get things in motion. And since times were good, energies that should have been going into commitment were going into self-congratulations. The result was that great expectations were suffocated by great hesitations.

It becomes important now and then, wrote Pascal, to ask people to demonstrate their greatness. Leadership cannot manufacture greatness. It doesn't have to. Its job is to summon greatness. Leadership must do something else; it must have confidence in the reality of the response, and make sure it never undershoots the capacity of people—so long as they are asked to meet a challenge that has been honestly and plainly defined.



No supposed maxim in history has been more frequently quoted—to the detriment of more people—than the old saw about politics being the art of the possible. The trouble with this proposition is that so many politicians are so blamed inartistic. It takes a certain artistry to deal with the wonderful mysteries of human response. Similarly, it requires moral imagination to invoke moral imagination. Winston Churchill didn't keep history and the British people waiting while he spun out homilies about things that couldn't be done. Others might speculate about human limitations; Churchill's important business was with human destiny. Pericles and Lincoln didn't merely itemize the dead; they gave the living something to live for.

What we have been discussing applies not to government alone but to all enterprises where progress is juxtaposed against difficulty. The business executive who has achieved a leadership position is even more concerned with the laws of human challenge and response than with the law of supply and demand. The best teacher is not necessarily the one who possesses the most knowledge but the one who most effectively enables his students to believe in their ability to learn. The author who pentrates the deepest into the human soul is the one who has the strongest respect for the awakening power of conscience and the stretching power of commitment.

The American people today have two jobs before them. One is to help keep the human race from pulverizing itself in an insane nuclear exchange. The other is to safeguard the freedom that belongs to the natural condition of man. Fascinated by this difficulty, the puny man will tell you that people cannot be made to understand such problems, much less overcome them. The real leader will not wait for this understanding to ooze into being. He will proceed at once to the main point, sharing what he knows and feels. He seeks no advance guarantees that his summons will be accepted, but he thanks his lucky stars for the privilege of putting it to the test.

The real leader, in short, regards himself as the prime agent of a nation's idealism. He will see in that idealism the generative and regenerative power for shaping the human future. —N.C.

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LETTERS TO THE EDITOR

WRITER AND READERS

THE ARTICLE by William Saroyan, "Why Does a Writer Write?" [*SR*, Feb. 25], was like somebody throwing open a window to let a breath of fresh air into an overheated room. If we are to grow in intellect, we must hear from the dissenters. . . .

FREDERICK H. POLLARD.

Sharon, Conn.

WILLIAM SAROYAN is a very good writer of concrete persons, places, and things. To extend the style of such writing, however, to philosophy or the world of abstractions and generalities produces a rather unintelligible picture. I am afraid that Mr. Saroyan's brand of wisdom, to use his own words, "doesn't matter."

THOMAS F. MITCHELL.

East Lansing, Mich.

WILLIAM SAROYAN should have taken a nap before batting out "Why Does a Writer Write?" . . .

J. C. ALEXANDER.

Carmel, Calif.

I AM FASCINATED by William Saroyan's article "Why Does a Writer Write?" He catches the mood of ultimacy when writing, and the later feeling of incompletness at not having communicated perfectly.

I am struck by Mr. Saroyan's paragraph regarding the "interesting" bad people, and the "all wrong" good people. His implication that Christianity is unbearable says more of the man than of Christianity.

One of the great idols of today's literature seems to be the debasing of any supposed goodness in man, and a contrasting elevation of the supposedly worthless character. The prostitute always has a heart of gold and a real understanding of human nature and need, even though she has no adequate self-image. She is "interesting."

There would appear to be a great need for some novelist to come upon the scene and restore just a bit of stature to the rank-and-file citizen of the world, who is what he seems to be, and finds a genuine joy and meaning in a life that may not seem "interesting" to Saroyan, but is to the man who lives that life.

(Rev.) ROBERT B. FEHLMAN,
Minister,
First Methodist Church.

Chatsworth, Calif.

A RESOUNDING CHEER for William Saroyan! His article "Why Does a Writer Write?" strikes me as a clear and compassionate expression of the reactions of the sentient people writing today. As one embarking on an attempt to write, I find great sustenance in Saroyan's words. . . .

What differentiates—and at times distinguishes—the writer from his fellow men is his more intense awareness of and involvement with the contradictions that loom at every turn in life. As Mr. Saroyan says, ". . . he can't make sense." All the writer can do in a world filled with absurdity is maintain his own integrity and not quit. The honesty and vitality of Mr. Saroyan's words speak well for his own involvement. . . . Thank you for this article.

ROGER TAUL.

Hillsdale, Mich.

"And then we'll do 'Genesis,' 'Leviticus,' 'Deuteronomy' . . ."

CHALLENGED CHAMPION

I COULDN'T AGREE MORE with Robert Lewis Shayon, your TV critic. His rejection of the press's choice of "The Untouchables" as the "Champion of Champions" in television entertainment [*SR*, Feb. 25] is wise and courageous. To praise this weekly series that has as its major attraction the exploitation of brutality and ugliness is falling prey to what is vulgar, sensational, and tawdry in American tastes. The shows glorify the beast-in-the-jungle theme and highlight a period and a section of the population that was a blot against American decency.

The federal men are to be commended for their role in cleaning up gangsterism: but are we to accept this struggle as the major theme or outlook in American life? Aren't there loftier heights in ideas, dramatic situations, public issues that can capture the imagination and applause of our television viewers?

FANNIE MANDELBAUM.

Topeka, Kans.

ROBERT LEWIS SHAYON highly resents the fact that "The Untouchables" was awarded two "bests" for TV programs. . . . I am an intelligent viewer—a lover of opera, fine literature, music, and art. I dislike much of TV but I thoroughly enjoy "The Untouchables" and would not miss it.

Crime in this country is on the increase. Who does Mr. Shayon think will stop it? Does he believe crime is less sensational than depicted in "The Untouchables"? How can any honest American believe that closing one's eyes to the crime around us will eliminate it?

My hat is off to "The Untouchables." . . .

MAUD YOUNG.

Duluth, Minn.

CONGRATULATIONS on Robert Lewis Shayon's excellent piece, "The Irresponsibles." His position is unassailable, and he arrived at it by the right path.

JOHN W. GARDNER, President,
Carnegie Corporation.

New York, N. Y.

BOGUS BARGAINING

READERS OF YOUR Communications Section no doubt joined Richard L. Tobin in his righteous condemnation of the "bogus" type rule [*SR*, Feb. 11.] With our atavistic Puritan streak, we rebel at this rule which Mr. Tobin says is "wasteful, outmoded, unfair, and just plain wrong." Unlike most critics of featherbedding practices, Mr. Tobin provided us with some of the history of the rule. However, he omitted one important stage in the history of the bogus type rule. . . .

Typographers were once paid on a piecerate incentive system which was highly advantageous to them. Under the system their most remunerative work was setting advertising. As Mr. Tobin points out, the "bogus" rule enabled typographers to maintain their pay, which otherwise would have been cut by the introduction of plates or papier-mâché matrices. What Mr. Tobin failed to mention is that later employers wanted to get rid of piecework. The ty-

(*Continued on page* 66)

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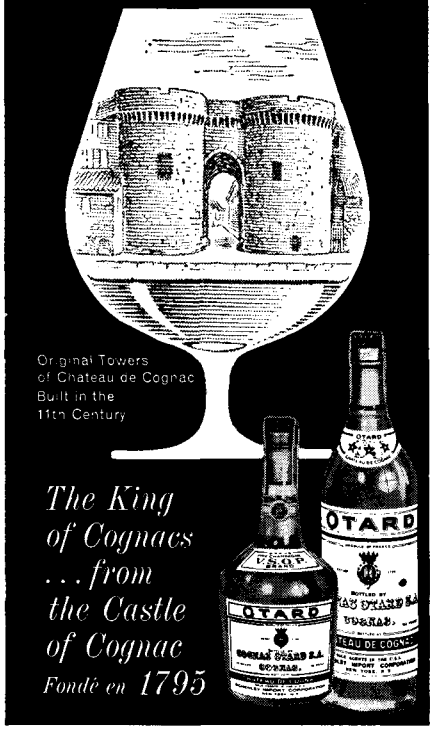

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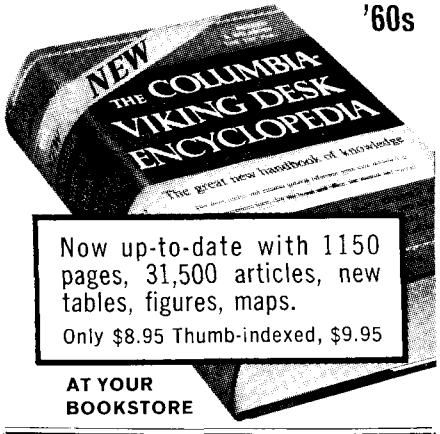

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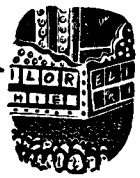

SR GOES TO THE MOVIES

Requiem for a Sanctuary

FAULKNER country may not be everybody's dish of tea, but it's fast becoming anybody's game, and the inhabitants of Yoknapatawpha the modern counterparts of the Jukes and the Kallikaks. The fictional bloodlines of the Sartorises, the Snopeses, and the Drakes have already coursed across the screen on several occasions, traced by a variety of writers, directors, and producers—and not always with the blessing of their creator. William Faulkner, in his relation to the movies, has generally been content to take the cash and let the credit go. One can only hope that for "**Sanctuary,**" the latest filmic incursion into Yoknapatawpha, he was well paid.

Temple Drake's tawdry story, of course, was never the brightest jewel in Faulkner's diadem (although that has not kept it from being perhaps the most widely read). An outright shocker, it combined lurid sex with one of the most fascinating portraits of pure evil in modern fiction, the impotent, sadistic, stunted Popeye. The movie, as might be expected, retains a good many of the racier situations; but it is completely unable to cope with Popeye. Given the more euphonious sobriquet of Candy, and played by Yves Montand, he emerges as a dime-novel embodiment of illicit romance—so much so that when he springs, phoenixlike, into the second half of the picture (based on "Requiem for a Nun") some five years later, Temple rushes off to bed with him.

Curiously, this masculation of Popeye serves as the final flattener to a film already turgid with the tangled motivations and synthetic denouements wrung from "Requiem." Despite earnest performances by Lee Remick, Bradford Dillman, and Odetta—plus standout work from many of the atmospheric "bit" players—the picture comes to life only fitfully, and then in scenes that are at best tangential to the story itself. Tony Richardson, the director, seems to have steeped himself in the look and feel of the Deep South in the late Twenties, but was unable to cope with his—or Faulkner's—characters.

Somehow, the flaws in "**The Hoodlum Priest,**" while no less apparent, are a good deal more forgivable. A low-budgeted biography of an authentic maverick, the film generates both sympathy for the Reverend Charles Dismas Clark and a considerable amount of excitement in the process. Father Clark, a Jesuit working in St. Louis, holds some fairly unorthodox views on the rehabilitation of criminals—views that, to some minds, make him little better than the con men, B-girls, and juvenile delinquents he consorts with. Attacked by the press, regarded with suspicion by the police, frequently at odds with his Church brothers, he fought through to the opening, in 1959, of a "half-way house" to care for men released from prison without hope or jobs. Its patron saint, and his, is St. Dismas, the robber crucified with Jesus.

Father Clark's story is developed dramatically through his efforts to divert a young hoodlum (superbly drawn by Keir Dullea) first from a life of crime, and eventually from the state's gas chamber. It is a completely valid approach, at once crystallizing the priest's attitude toward criminals, and stating it in terms of meaningful action. The film goes on to attack capital punishment in a sequence that, while horrifying, grows logically, urgently out of its theme. Added substance comes from the predominance of location shooting in the streets, tenements, and freight yards of St. Louis. There is little sense of studio, an absence of star names (save for Don Murray, who produced the film and enacts Father Clark), and a laudable effort on the part of the director, Irvin Kershner, to advance the story with a minimum of dialogue. Whole passages are played in an elliptical, silent technique.

But there are shortcomings, too—the shortcomings that often attend a low-budgeted, hastily shot production. The subsidiary roles are insufficiently developed and, in most instances, inadequately played. The dialogue, particularly of the young toughs, often seems like a writer's idea of how such people would talk. And, more basic, the motivations of Father Clark's opponents are either slighted or oversimplified to the point of incredibility. Nevertheless, what appears on the screen has the ring of authenticity and sincerity—the genuine desire on the part of the film's makers to tell about a man they like and admire. Everything considered, they succeed remarkably well. —ARTHUR KNIGHT.

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BROADWAY POSTSCRIPT

On Discovering a Matchless Playwright

BOSTON.

IN HER latest best-seller, "The Snake Has All the Lines" (Doubleday, $3.50), Jean Kerr maintains that her goal in personal appearance is to keep herself in a state of repair just sufficient to stop people from asking her if she remembers how charming Ethel Barrymore was on the opening night of "Captain Jinx of the Horse Marines." But her appearance the other afternoon in Boston's graceful Ritz-Carlton lounge suggested that on this particular day she had gone far beyond that modest objective. I would like to think that Mrs. Kerr's radiance was her natural response to the delicious prospect of being grilled by her severest critic. In the interests of truthful reporting, however, I must mention that she had just come from a *Life* photo session involving her new comedy, "Mary, Mary," which is in its final pre-Broadway week here.

"They were awfully nice," she said as she asked me for a match. "They went to all kinds of trouble to get a head shot of me in the same picture with a full-length one of Barbara Bel Geddes."

Mrs. Kerr, who avoids photos that will accentuate her tall and ample figure, has in her latest play created a heroine who not only confesses that she had an adolescence in which she was self-conscious about her looks, but who also has an unfortunate compulsion to make wisecracks at the wrong moment. This syndrome has led some to believe that the character is autobiographical, for in her books and plays Mrs. Kerr likewise has the habit of following any potentially sentimental or romantic moment with a mood-shattering joke.

"All I know," she says, "is that I didn't set out to make her me, and that certainly the husband in the play [a book publisher] is not at all Walter [a drama critic]."

Unlike Parker Ballantine in "Critic's Choice," Mr. Kerr is *not* reviewing his wife's play for the *Herald Tribune*, and *is* making discreet suggestions to her after having gone out of town to see it. "You know!" says Mrs. Kerr. "He tells me things like, 'Honey, for God's sake cut out the wobbly jokes, and leave the straight lines,' or 'Worry less about the first ten minutes, and more about the last ten minutes.'"

Since Mrs. Kerr originally met her husband when she was a student and he a teacher at Catholic University twenty years ago, she has learned to listen to his criticism and to that of others without getting violent on the one hand, or always accepting it on the other. What she trusts most is her own keen faculties of observation. She is, for instance, fascinated as well as perplexed by the fact that one of the biggest laughs in the show occurs when Barbara Bel Geddes tells how her romance began on the night she jammed her hand in the car door.

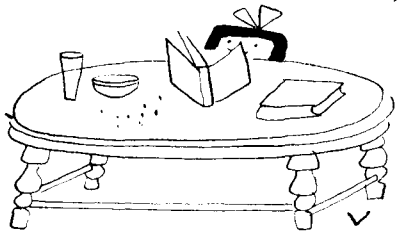
"I'm really not a professional writer," she confesses. "I don't keep a journal. And since I'm not very inventive, almost everything I write is only a slightly exaggerated version of something I've observed."

The candor of her observations can be both refreshing and troublesome. In her preface to "The Snake Has All the Lines," Mrs. Kerr jokes about those who find fault with her for including in her books such unpleasant images as the baby being carsick all over the upholstery. To her, things like this are part of the amusing-to-recall trivia of daily life, and she would hate to think that she ever violated good taste, the way she feels one line in "Toys in the Attic" does.

While "Mary, Mary" is admittedly a light play, the playwright claims to have tried very hard not merely to make jokes. She labels it a realistic comedy, and says she hopes the dialogue is less brittle than it was in her and Eleanor Brooke's "King of Hearts," which was high comedy. She likes realistic comedy because she feels more comfortable with pure ("ha-ha") humor than with stylish wit, but she dislikes the general impression that she is nothing but a rapid-fire dialogue machine.

"In the first place," Mrs. Kerr says, "I write dialogue terribly slowly, and if I don't like a scene, I usually dump it and begin over instead of trying to save it by inserting new jokes. And in the second place, if I could write 'Summer and Smoke,' believe me I'd do it."

To support the latter statement, Mrs. Kerr cites a "serious" TV script she has written called "The Minute Waltz,"



which she has been unable to sell. One suspects that Mrs. Kerr, who can be warmly appealing when she is desperately in need of a box of matches, or when she reprints an uninhibited Valentine from one of her children (as she does on page 70 of "The Snake Has All the Lines"), may be trapped by her growing reputation as a formidable sardonic personality.

And it is this reputation that may attract audiences to "Mary, Mary" more because it is the latest sampler of Jean Kerr humor than because it is a play in its own right, although the authoress neither wishes it that way, nor believes it to be so.

"The other night," she says in rebuttal, "we overheard two women in the lobby. One was saying, 'Jean Kerr—you know who she is. She wrote all those books—"Please Don't Eat the Daisies," "Cheaper by the Dozen" . . .'"

Among the classic comic writers, Mrs. Kerr likes Oscar Wilde best; among her recent contemporaries, Bob Newhart, whose record "The Button-Down Mind of Bob Newhart" made her two hours late for a dinner engagement the first time she heard it; and among moderns, Robert Benchley.

Indeed, she was most embarrassed when one critic called her "the closest thing to a genuine humorist we have had since Robert Benchley." "It was flattering to be put in his class," she admits, "but the comparison struck me as sacrilegious."

Oddly enough, Mrs. Kerr finds she fares better with the book critics whom she has never met than she does with her husband's colleagues whom she sees often. "Most of the critics feel they have to prove their integrity by being as tough as possible with my plays," she said. "I agree with Dick Watts when he says the best way to get a good notice is publicly to insult the critics right before opening night."

This citing of Watts's Law immediately brought to mind David Merrick's recent feud with Mr. Kerr, in which the producer accused the critic of being influenced in his opinions by the nudges of his wife during the performance. While Mr. Kerr answered Mr. Merrick brilliantly in a Sunday article, his next review of a Merrick show ("Do-Re-Mi") did turn out to be an overwhelmingly favorable assessment.

This was a coincidence, of course, as most of the uninsulted reviewers also liked "Do-Re-Mi." And to forestall any chance of becoming a victim of Watts's Law myself, I did not challenge Mrs. Kerr with this example. After all, uncharacteristic reticence in order not to disturb a pleasant mood can be a virtue, not only in Mrs. Kerr's play, but in the writing of books and criticism as well.

—HENRY HEWES.

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BOOKED FOR TRAVEL

The Biggest Island—1. The Victorians

MELBOURNE on a Sunday in summer, a season that starts in December and ends in March, exudes all the mellow color that I suspect welled out of Toledo on a Sabbath in July, 1890. The summer sultriness was in the air and, wherever the people were, they most certainly were not in the city streets. They were not, for that matter, in the hotel either, an aged affair with an aged hall porter behind the desk. Despite the paucity of the house count, tailcoated waiters were strapped into all sorts of rules about what one could eat where. In the great dining room with its huge vaulted ceilings and its splendid chandeliers, one couldn't do less than run through the five courses of Sunday dinner. Sandwiches were served on tables set up in the corridor.

The elevator, which operated automatically, fairly glistened with the effluvium of disinfectant, like the washroom in a down-country depot. The brown shade in my room, which had turned back the sun of many summers, hung limp at the window, and the old metallic rattle of the trolley cars summoned thoughts out of childhood, part of which I idled away within the reaches of Upper Broadway. The bars were locked tight in the Menzies, my venerable hostelry fraught with so many gables and towers and arched windows, and on the street a lone old lady stopped to look into a shop window while the flies collected in black blots on her crisp white straw hat. I was ruminating on the crack Ava Gardner made to newsmen when she was here for the filming of "On The Beach." "What a perfect place," she had said, "to film a story about the end of the world." The phone rang and a friend rescued me for Sunday dinner. We drove out to his place in a trim little Australian car, crossed the Yarra River, and cruised through the green park called the Domain. There was not a soul in sight. We sat in his parlor and had whisky and looked out through the broad window to the gardens, so reminiscent of England, and then there was a roast and a passably good Australian wine, good enough to promote a lively conversation on why "West Side Story," then playing in Melbourne, was not finding favor with the conservative citizenry.

Melbourne came alive the next morning. Even the Menzies stirred a bit, and a tailcoated captain of waiters made great moment of where to seat me, although there were perhaps half a dozen tables taken in that grand white banquet hall. I ended up against the wall near the kitchen door, but he compensated for that by bringing me a bowl of porridge, a steak with an egg alongside, a piece of ham on top, a mound of fried potatoes, and a bill for $1.25.

We drove through the city that was scurrying to work and out into the suburb called Maroondah, a name adopted from the aborigines. Now there were new stores and shiny gas stations along the broad highway and it looked like California. In the country the gum trees grew tall and bluish along the foothills of the Dandenong Range, and the kookaburra birds laughed, and the bell birds rang their chimes, like a hammer struck on an off-key anvil. They were merely the advance party for the collection of queer Australian fauna that awaited in the sanctuary out at Healesville, where a strolling emu met us at the door. He paraded on huge feet like an ostrich, and fluffed his feathers, but an Australian friend snorted with disdain. "Not even good turkey," he said. The koala bears, which have become almost the national emblem of Australia, were up in the eucalyptus trees munching and dozing. They are only content with a certain species of eucalyptus, they never drink, and they aren't really bears. But they are more cuddly than a kitten, more docile than a dachshund, and delight the youngsters, especially when they ride piggy-back across the bush. The seventy acres were amply populated by kangaroos and also by wallabys, which are pygmy kangaroos, and by wallaroos, common wombats, and dingos, which are wild dogs brought from Asia by the aborigines. Strangest of all is the platypus, whose correct title is translated to bird's-beak-animal, like-a-duck. It lives in its own flagstone house at Healesville, known as the platypusary, where it is on display only during its afternoon swim period. At other times it feeds on crayfish, steamed custard, and tadpoles, or else buries itself in beds of straw. The platypus, which was thought to be a hoax when the first one landed at the British Museum, indeed has the bill of a

—H.S.

Melbourne in summer (left)—under the fringed shade of the date palms, pretty office girls and Gordon of Khartoum; at Captain Cook's cottage (above)—not a stirring display, but an evocative one.

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duck, swims like a fish, has a tail like a beaver, lays eggs like a lizard, and drags its body like a snake. Males are, moreover (and somewhat confusedly), equipped with a pair of spurs that secrete venom, which, since a platypus can't bite with its bill, is its only form of protection, aside, of course, from its disarming appearance.

We drove back into town past the California Motel, largest in Australia, where Swiss chefs prepare the food to be served in its Golden Gate Restaurant. Air-conditioned double rooms with television and icebox and a breakfast hatch through which the waiter pushes the morning tray, cost the equivalent of $9.50 a night. We had lunch back in Melbourne in the Hotel Windsor, a hotel whose lobby suffuses charm. It had that *soigné* look of the Bristol in Paris and the Bolivar in Lima, flowers on the tables and brass gleaming. In the skylit dining room ladies in fussy summer hats so adored by the women of Australia were attended by waitresses in white caps and collars, like a whole platoon of Mary Petty maids.

Outside, pretty office girls lounged away the lunch hour on the grass, in the fringed shade of the date palms. Gordon of Khartoum stood resolute on his pedestal in Carpentaria Square, and across from the State House, once the House of Parliament for the Commonwealth until the capital moved to Canberra in 1927, Adam Lindsay Gordon, 1833-1870, a steeplechase rider and poet, posed immobile with his Australian stockman's hat.

The police directed traffic under the canopy of white pith helmets. Sidewalk cafes had appeared beneath the shade trees of Collins Street, but the cautious people of Victoria, the state which harbors Melbourne, have them removed at the rush hours so they won't impede pedestrian traffic.

Broad, flat canopies cover many of Melbourne's streets, and store signs hang below, row upon row, just above eye level. Feitel the furrier is not above selling stuffed koala bears, which are made of kangaroo fur, for the koala is protected. Altmann and Cherny Pty. Ltd. (for proprietary limited) deal in opals, the prime stone of the Continent. Light opals, which are white and iridescent, are cheaper, and black opals, which are not black but blue and turquoise, are expensive. In Australia light opals cost from two to forty dollars a karat, black opals from five to two hundred dollars a karat. Opals are favored by the Japanese, the Germans, and the Americans, in about that order.

Along Bourke St., still criss-crossed by trolleys and staked out with the Gothic spires and the gingerbread towers, and along Swanston, only a century out of the ox-cart road, the new city look is approaching. The glass towers rise here too and mix, rather harshly I feel, with the fussiness of Victoria. The ground is broken for the new Southern Cross Hotel to be operated by Pan American Airways, which with Qantas, the Australian line, provides the new jet link with Hawaii and mainland USA. The airports may be simple Down Under, and the entry formalities for tourists may be as outdated and as self-consciously confused with immigration as our own, but Australia runs a crack intramural air link across this world's biggest island. Ansett ANA and TAA cruise the nation in swift Electras and seem to have no trouble even though one Ansett ANA plane on which I was a passenger was pushing its Electra at 396 miles an hour. Flat country and few weather problems simplify things, the flying people say. As for the cabin crew, they remain crisp and efficient, as yet unjaded or perhaps too disciplined to let the standard slip, as it has in the U.S.

I walked under the elms of Fitzroy Gardens to commune for a moment with Captain Cook, who had first sailed along the coast of Australia in 1770, nine years before being done in by natives in Hawaii, whence I had just come. With a steward in a white dinner jacket wheeling food and drink up and down the aisle, I had thundered in from Honolulu on Pan American's outsized Boeing in nine hours, or one Pacific night. Cook was two years out of England before he sighted the east coast of Australia, less than 200 years before. In his honor the Cook family cottage, where he rested between expeditions, has been brought from Great Ayton in England, and set up again in Fitzroy Gardens. Inside there is a print of his death in "Owhyhee," another of a human sacrifice in the South Pacific performed in his presence, and a map of his 129,000 miles of travel. It is not, in all, a stirring display, but it is an evocative one, and an Australian who kept his eye cautiously to his watch took me at length to an Australian saloon where we could have a beer and dream on it. The beer came in a stream out of a hose, and the men stood because there were no chairs; but there were those I could hear above the frightful din who said the breweries don't want chairs because a man can hold more beer if he is vertical, and after all they've only got until six o'clock to sell it. At six o'clock in Victoria the paternal law thinks a man ought to go home and the bars must close. When the bell tolled, the Victorians dutifully drank up and filed out. The din subsided and there was nothing left to do but follow them out into the bright sun of the long summer evening that was just beginning.

—Horace Sutton.

If someone in New Brunswick invites you home for fiddleheads, do not take your fish fork. They're a vegetable; in fact, as succulent a green as you're likely to find anywhere, and they're a specialty of Canada's "Picture Province" of New Brunswick. All over Canada, you'll find dining brings you many new delights . . . we needn't linger (although certainly you will) over the joys of Atlantic seafood, but before we leave the east coast, we must urge you to try dulse. It's an acquired taste, maybe, this tangy product of the sea, but oh, when you like it, you'll love it!

In Quebec, you'll enjoy gourmet meals with the incomparable French touch, and if ever you taste better *coq au vin*, we'll eat it!

Ontario's Niagara fruits, Canadian bacon, maple sugar, world-renowned Western beef . . . menu-reading's a delicious torment of decision. And wait until you see how Winnipeg Goldeye tempts the most jaded appetite and enraptures the fastidious one.

Of course, you won't spend all your time in Canada eating. We just thought we'd remind you of this great "fringe benefit" of a Canadian holiday. Actually, you'll come up here for other things: to enjoy our colorful festivals and summer events, to tour on the magnificent Trans-Canada Highway which leads you smoothly to some of the country's most spectacular holiday playgrounds. You'll be coming, maybe, to enjoy the sporting pleasures of our lakes and rivers, to thrill to the pageantry that's part of our British heritage, to visit our historic sites or to delight in the excitement and fun of our distinctive cities.

There's much more, and we'd like to tell you about it. May we? Write to The Canadian Government Travel Bureau, Ottawa, Canada, for our vacation literature, including the new full-color "Invitation to Canada."

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—*Camera Press-Pix.*

Somerset Maugham with his grandsons Julian and Jonathan Hope in 1950.

Report on a Self-Made Enigma

"Somerset Maugham: A Biographical and Critical Study," by Richard A. Cordell *(Indiana University Press. 260 pp. $5.95), reveals a man who is objective about himself and his craft. Aileen Pippett, a Londoner turned New Yorker, is the author of "The Moth and the Star," a biography of Virginia Woolf.*

By Aileen Pippett

SOMERSET MAUGHAM objects to his biography being written. He does not mind the truth being told about him but thinks it might embarrass other people. All that need be known about a writer, he says, is in his books. Moreover, experience of changing literary fashions has made him loftily indifferent to criticism. He is content to stand on the record.

His old friend Richard Cordell, George Ade Professor of English at Purdue University, considers this attitude only partially justified, and has therefore written a biographical and critical study, revising material that has appeared earlier under his name and adding new information. The result is as close to a definitive biography as can be hoped for at present. Maugham is now at work on his autobiography, which may disclose new facts; and a final evaluation of his or any man's work can never be reached, for future generations of readers will demand new interpretations.

The scheme of this book provides for convenient reference on any aspect of Maugham's output by discussing the novels, short stories, plays, and nonfiction in turn; but the necessary inclusion of background detail in each case entails considerable repetition of what has been told in the opening biographical sketch and in other chapters about the widely varying reactions of critics or the general public to Maugham's work at different times.

There is no longer any possible excuse for not knowing that "Liza of Lambeth" derives from Maugham's knowledge of London's poor when he was a medical student; that "Of Human Bondage" contains many parallels and many discrepancies with his life as a young man; that "The Moon and Sixpence" was inspired by his knowledge of Parisian art circles, a visit to Tahiti, and an admiration for Gauguin's pictures; that Hardy was not the model for Edward Driffield in "Cakes and Ale" but that Blackstable and Tercanbury are easily recognized as Whitstable and Canterbury, where Maugham lived and went to school; that he was a British secret service agent in Switzerland during World War I, hence the Ashenden stories; that "The Painted Veil," "On a Chinese Screen," "Rain," and "The Gentleman in the Parlour" spring from observations made in the Orient and the South Seas, as "Catalina" does from visits to Spain and "The Razor's Edge" from travels in the United States and India.

Nor is it necessary to labor the point that his style is based on French rather than Russian writers; that his literary criticism, as in "Ten Great Novels" and three anthologies he edited, shows an interest in writers' lives that is inconsistent with his attitude towards his own biography; that he wrote his plays for money and fame and retired from the theatre when he found his vogue had passed; that his outlook on life is bleak but not gloomy; that he believes the function of the storyteller is to entertain and to please; and that he is an unabashed hedonist.

The portrait that emerges from these pages is that of a proud, determined, lone-standing realist, his own sternest critic, servant only to his craft, a man of impeccable taste and strong intelligence who invites us to no mysteries, indulges neither in indignation nor in lyricism, whose feelings remain hidden, whose hold on our emotions is fleeting.

Professor Cordell is equally detached. He is neither slavish in admiration nor casual in judgment. His criticisms are brief but pointed, as "styptic" (to use his own word) as Maugham's. His book is the report of a shrewd observer and a faithful friend. But no adequate estimate of Maugham's work will be reached until he is rediscovered, after the temporary oblivion that almost always follows a career of spectacular success, by new readers whom the writer will enrage or amaze, who will question him—and thereafter themselves—in the light of fresh and possibly unwarranted assumptions.

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Line, Color, "Action"!

"Jackson Pollock," by Bryan Robertson *(Abrams. 215 pp. $18.50), is a subjective interpretation of a controversial American artist. Sam Hunter organized the Jackson Pollock exhibition at the Museum of Modern Art in 1956.*

By Sam Hunter

SOME of the ironies implicit in the modern artist's situation are underscored by the swelling tide of art books on the American avant-garde. If we still fall short of Europe's output of serious publications on deserving contemporary artists, we are rapidly redressing the balance by the intensity of the appreciations that do appear. These monographs seem to tap a hidden reserve of poetry and evangelical prose, perhaps in romantic reaction to nearly two decades of faint praise and critical neglect. After surviving their detractors these many years, our outstanding advanced artists may soon have to be rescued from their enthusiasts.

The latest, and outstanding, victim of the new mania for overinterpretation is Jackson Pollock, an artist whose history undoubtedly invites extremes of adulation and condemnation. Even before his unfortunate death in an auto crash five years ago, Pollock had attained an enviable, heroic stature among his fellow abstract artists. The general public learned to see in him the symbolic figure of a radical new generation that gained its liberation by inventing a style known the world over as "action" painting. Pollock's posthumous success has been a phenomenon; recently one of his paintings is reliably reported to have sold for $100,000. In Europe, particularly, he has been identified as the romantic prototype of raw, uneducated American genius: narcissistic, violent, impatient of compromise, carelessly spending himself in his art and life.

Pollock's controversial position, and the atmosphere of heated partisanship that still surrounds his memory, would make a critical biography a formidable task at best. Bryan Robertson, an English museum director, has now boldly plunged into print with a full-dress study. He obviously did not have time to explore very deeply the nagging complexities of the American art scene, and his sense of contemporary history—of the day-to-day events and the relationships between the major figures—is clearly rudimentary. He has almost of necessity been compelled to write an all-out, romantic eulogy. The result is a confusing brew of pictorial analysis, ponderous intellectualism, inspired verbal improvisation, and reckless snatches of comparative art history. In his enthusiasm for abstract speculation and self-exploration, the author often manages to tell us more about himself than about the object of his study. The free course of Mr. Robertson's thought and association alone determines the texture, rhythm, and shape of a book that has no apparent design, following least of all the chronological or stylistic development of Pollock's art. Crowded into far too small a space is a bare account of the artist's life, and the most rewarding section of close compositional analysis. By then, however, our hunger for facts has become too consuming to be so cheaply appeased.

Mr. Robertson's audacious, if unrelenting, method of free association before the painting-object strains pictorial meaning and credibility by constantly assigning symptomatic values to the work of art. On the other hand, at their most effective, the author's progressions of image and concept subtly evoke an elusive art whose dynamics stubbornly resist the conventional approaches of art criticism. Among innumerable errors of fact and interpretation, two of the most glaring are the naïve reading of Pollock's monumental scale as a reflection of America's great open spaces, and the curiously archaic notion that Pollock is a greater innovator than the painters de Kooning and Kline because they are merely retarded cubists!

In addition to such polemics and special pleading, I find most objectionable the fragmented, unsteady view of the artist. One misses essentially a balanced picture of the whole man, which would include his private terrors as well as his public exaltation, and examine his place in a community of related and responsive spirits as well as his lonely Promethean role. Unfortunately, the Pollock legend still blocks the way to his art.

Abrams deserves our gratitude for producing a sumptuous book whose color plates brilliantly register the glamour and intricacy of Pollock's surfaces.

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Reference Books

Continued from page 21

ments more than 100 black-and-white text maps. Of the 1,500 encyclopedia-size pages nearly 1,200 provide uniform data, via fifty subject headings, on each of the sovereign nations in alphabetical sequence, dependencies being handled as subdivisions. Among the fifty subjects treated in every chapter are Language, Religion, Industry, Banking, Libraries and Museums, Famous Persons, and Bibliography. The remaining 275 pages analyze the intricacies of "The United Nations System."

The past year, by the way, saw publication of the final instalment of the five-volume "**Times Atlas of the World**" (Houghton Mifflin, $125 the set). No copy of it is at hand, but the set is described as comprising 120 oversize, double-page maps, 24″ x 19¼″, produced for the *Times* of London by John Bartholomew. *Ne plus ultra.*

A rather more modest approach is taken by "**The Barnes and Noble World Atlas**" (Barnes & Noble, $1.95)—a stiff-cover little paperback of sixty-four map pages printed in five soft colors; it contains thirty pages of amazingly full data arranged tabularly to give the language, money, area, population, production, power, and trade of over 100 countries; and an index of more than 10,000 names. Small scale, high quality.

An entirely different purpose is served by Frederic van der Meer's big "**Atlas of Western Civilization**" (Van Nostrand, $15), a 10″ x 14″ volume depicting "intellectual currents" that have shaped our rich heritage of the arts. "In the history of our civilization," Professor van der Meer writes in his preface, "it is personalities and monuments of thought which play the dominant role—not economic systems." His method is to supply for each era: (a) a full-page map of civilized Europe at the time, all significant sites marked and annotated with events, persons, art objects, the flow of cultures, etc.; (b) a chapter of text tracing the political and sociocultural history and describing the chief artists and writers and their works; and (c) numerous photographs. The fifty-two multicolor maps are browseworthy in themselves, and the 977 photographs alone—from full-page to ten-to-the-page and beautifully printed in deep gravure—are so aptly selected that they constitute a richly

satisfying portfolio of the history of architecture and art. The entire work is rendered accessible by a voluminous index of persons, places, and concepts that also identifies each entry.

Of course, the most spectacular event in art publishing today is the fifteen-volume "**Encyclopedia of World Art**" (McGraw-Hill, $570 the set), which was examined in *SR* March 19, 1960. Volume III has just been published in this epochal undertaking, which is being carried out in Italy with the aid of an international committee of scholars. Because of alphabetical arrangement, disquisitions on Braque and the Baroque, Bantu and Botticelli, Basketry and Buddhism are found in the same volume, together with any other subjects that might fall between Asiatic Protohistory and Byzantine Art. The text occupies the first half of each volume; the second half is a generous helping of large-scale plates, many in color. This is publishing of a high order; if you don't subscribe, put the pressure on your public library.

Even more exhaustive in its chosen area is "**School of Paris**" (N.Y. Graphic Society, $25), a handsome 9″x12″ tome in which Raymond Nacenta analyzes in sixty-four double-column pages of introductory text "The Painters and the Artistic Climate of Paris since 1910," when Degas was seventy-six and Dali six. It is difficult to disagree with the author's statement that the Ecole de Paris represents "the most complete and developed art of the Western World": here to prove it are 103 gorgeous full-color reproductions of works by Picasso, Matisse, Rouault, Chagall, Pascin, Utrillo, Buffet, Chirico, Miró, and the rest; here are 110 black-and-whites (somewhat soupy); and here for reference is a unique group of brief biographies and thumbnail photos of 477 modern artists.

Art-loving tourists have a specialized Baedeker in a pocket-size treasure called "**Adventures in Art**" (Abelard, $5). The title is misleading; it's the subtitle that properly identifies the book: "A Guide to Gallery-Going." The 200 little photos, clear for their size, serve only as reminders. Howard Daniel takes you by the hand through nineteen museums in five U.S. and ten European cities, tells you their locations, visiting hours, etc., describes their specialties, and points out and characterizes their most important paintings—only as many as you can profitably examine in a single visit. A compact history of art and a helpful index round out an appealing little *vade mecum.*

The beginnings of art and architecture—the beginnings of man himself, in fact—are spread out for alphabetical reference in a recent volume edited by Leonard Cottrell, "**The Concise Encyclopedia of Archaeology**" (Hawthorn, $12.95). There are enough fine plates (150 black-and-white and sixteen in color) to illustrate a good many topics; but the text is the thing, and it is likely to provide background on practically anything one may come across, in current periodicals, on the early civilizations and the men who produced or unearthed them. The article on the Dead Sea Scrolls, for example, runs to five informative columns. Each article can be read for itself, but it's hard not to follow up the cross-references. I started reading about Luxor and was ingeniously led, via four cross-references, to more than thirty others before calling a halt and digging my way back to the atomic age.

One small but crucial segment of the ancient past is the entire subject of "**A Dictionary of Life in Bible Times**" (Oxford, $6.50), in whose 300 double-column pages are readily found the meanings and connotations of terms, the use and symbolism of objects, the food, laws, environment, commerce, and customs of the people of the Book. Classified lists, Biblical references, and clear drawings complete the apparatus of this useful work.

From its title one would expect to find somewhat similar and even more extensive information in G. A. Gaskell's "**Dictionary of All Scriptures and Myths**" (Julian, $15), but it turns out to be a reprint of an esoteric guide for students of mysticism. There are more Wylie; Marquand but not Hergesheimer; and one misses Dos Passos's

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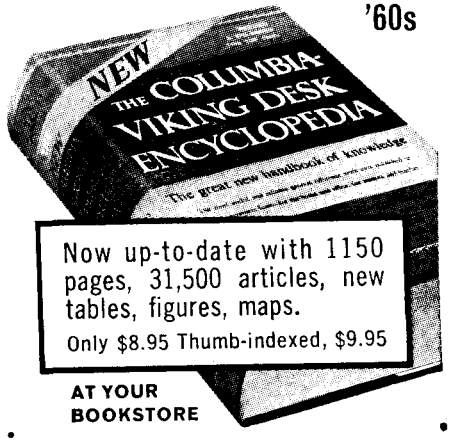

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than 800 pages, 5,000 entries, annotated and cross-referenced. Typical definition (a short one): "Girdle of knowledge: A symbol of the causal-body which implies the investment of the soul with intuition of truth."

Considerably more comprehensible is "**The Concise Encyclopedia of Western Philosophy and Philosophers**" (Hawthorn, $12.95). From Abelard to Zeno, adequate articles cover the ideas by which Western man has sought to unravel the meaning of life. Analyses of the work of men like Descartes and Sartre are given in biographical articles, but Descartes's "dualism," for example, is also discussed in a separate piece in the context of other aspects of the term. Likewise the excellent article on "dialectic" refers the reader to the individual philosophers (Plato, Hegel, *et al.*) who used the method. An up-to-date bibliography and numerous portraits add to the value and interest of this book, the work of an impressive team of authorities.

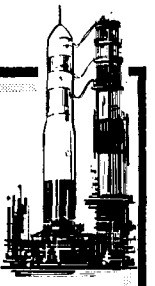
Sayings of Plato, Nietzsche, Spinoza, and the others will be found in any book of quotations, including two excellent new ones: "**The Penguin Dictionary of Quotations**" (Penguin, $2.95) and "**The Great Quotations**" (Lyle Stuart, $15). The former, in stiff laminated paper covers, was compiled by J. M. and M. J. Cohen along rather conventional lines, but their 12,000 squibs have a fresh look and include such moderns as Stephen ("Gamesmanship") Potter, Graham ("The Power and the Glory") Greene, and John ("Look Back in Anger") Osborne.

But only in "The Great Quotations" could you find this statement by Henry Morgan (b. 1915, American comedian): "Any man with ambition, integrity—and $10,000,000—can start a daily newspaper." And this one by Frank Lloyd Wright: "Ugliness is a sin." And Norman Mailer's "The natural role of twentieth-century man is anxiety." These are actually unfair to the book, as it abounds in longer and more serious quotations—nearly 800 pages of them, arranged alphabetically by author—compiled by George Seldes to demonstrate "the illimitable freedom of the human mind," freedom being a bias of Mr. Seldes, who is not concerned with wit or beauty for their own sakes. He leans toward the controversial, the democratic, the revolutionary, the agnostic, the muckraking, and the idiotic or appalling mouthings of the Fascists and the bigots. His index lists the authors under themes. Since "The Great Quotations" are largely *un*familiar, the book demands its own space on your shelf.

Besides anthologies of quotations, our roundup includes reference anthologies of literature (in digest form) and criticism (in excerpt). Frank N. Magill has issued the third in his series of "**Masterpieces of World Literature**" (Harper, $8.50), also known as "Masterplots." Each series comprises some 500 extensive analytical (but noncritical) summaries, previously confined to fiction and drama but with this volume (of 1,173 double-column pages) embracing also philosophy, poetry, and essays. As before, the editor dips into the literature of many cultures and periods, and this time he synopsizes works as diverse as Harold Frederic's "The Copperhead," Joyce Cary's "To Be a Pilgrim," Dante's "Vita Nuova," Aristophanes's "The Wasps," St.-John Perse's "Anabasis," Kant's "Critique of Pure Reason," and the Chinese "Circle of Chalk."

In "**Broadway's Best, 1960**" (Doubleday, $4.50), John Chapman of the *New York Daily News* again records the theatrical year. Everything that opened is summarized briefly, with its production sources, names of the players and their parts, and capsule criticism. Half the book is devoted to ten-page synopses of the critic's favorite dozen plays; in this section it would have helped to print the titles in the running head. The tone throughout is popular even careless and colloquial, but vivid—like Broadway.

Comment on a more serious level will be found in a long-needed book, "**A Library of Literary Criticism**" (Ungar, $11), for which Dorothy Nyren has filled in the gap existing since Moulton's multivolume work was completed back in 1905. For each of 170 modern American authors, including some whom Moulton neglected, Miss Nyren has assembled in 552 pages many paragraphs of cogent criticism from hundreds of critics. The arrangement is alphabetical by author. Emily Dickinson is here, and Jack Kerouac, and Katherine Anne Porter, and Allen Ginsberg, and Ezra Pound, but not Elinor



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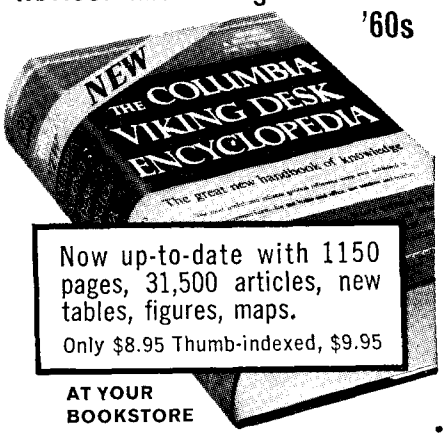

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criticism of Cummings, and Edmund Wilson's of Fitzgerald. One also misses a list of the authors and an index to the critics, and regrets the high price.

The public is often annoyed—sometimes justly—by the special vocabulary affected by many litterateurs. The idea is put nicely in the preface to "**A Reader's Guide to Literary Terms**" (Farrar, Straus & Cudahy, $4.95): "Among the primary duties of the practitioners in any field is to originate (and then to refine) a body of terminology sufficiently esoteric to repel all but the bravest or the most foolhardy." Satire aside, the authors dispense a palatable antidote. *Euphuism* and *Ex-*

istentialism are equally at home in this 230-page dictionary, which clearly defines and illustrates the terms of drama, character, figures of speech, prosody, literary movements, rhetoric, and other departments of writing.

Some of the terms relating to poetry are also defined in the appendix to the "**Vest Pocket Rhyming Dictionary**" (Random House, $1.25). On the other hand, it's just as well that certain poets quoted in the preceding book did not have to rely on this pocket rhymer, for Shelley's blithe *Spirit* would not have come "from Heaven, or *near it*," nor could Wordsworth's cuckoo have been "to *me*" "a voice, a *mystery*." But it does conveniently list thousands of other possibilities—nearly a hundred pages for one-syllable rhymes and more than a hundred for two-syllable. *It's enough to abash/Even Ogden Nash.*

For lovers of words, slingers of words, users and readers and—above all—hearers of words, the year's big book news is the "**Dictionary of American Slang**" (Crowell, $7.50), put together by Harold Wentworth and Stuart Berg Flexner, a couple of real pros (for eight definitions of *that* one, see page 408). A sure cure for innocence, the text, nearly 700 pages long, carries more than 20,000 definitions of some 8,000 words whose mothers would disown them. The beat, the cool, the collegiate, the anticollegiate, the sport, the taboo (whether in four letters or more), show-biz, Madison Ave.—this dictionary has 'em, treated in impeccable lexicographic style, with carbon-14-dated examples and everything. It makes Webster look like a bad case of anemia, and respectability is going to have to fight for its life.

There is also Eric Partridge's "**Smaller Slang Dictionary**" (Philosophical Library, $6), which is exclusively British, frightfully proper, and—while unquestionably reliable within its small scope—certainly not worth the price.

As a rule, dictionaries give meager information about the origins of proper names. Quite a few are discussed by Eloise Lambert and Mario Pei in "**Our Names**" (Lothrop, Lee & Shepard, $3), whose engaging prose ranges over first names (Tallulah means "terrible"), family names (Sartre means "cutter"), the names of colleges (Bryn Mawr means "big hill") and other institutions, of anthems, moneys, and insecticides.

Proper names and slang are included in the general vocabularies of the brand-new "**Larousse Modern French-English English-French Dictionary**" (McGraw-Hill, $8.95). Apart from the comprehensiveness of its up-to-date text (more than 750 small-type, double-column pages in each section), it presents such helpful features as advice on usage, warnings on apparent synonyms, a wealth of examples, fresh illustrations and diagrams, and in the French-English section, placed above entries having a great many senses, a box containing a numerical index to the definitions.

"**The New College Encyclopedia of Music**" (Norton, $6.95) is a first-class guide, more than 700 double-column pages long, which covers its field beautifully. It may ignore Mitch Miller and Mantovani, but not the solid men like Sessions and Menotti and Dello Joio, nor the types of jazz, nor the twelve-tone system (or rather, we are told, the twelve-*note* system), nor the triple meaning of *trio*, nor the political significance of "Sheep May Safely Graze," nor the pronunciations of all your stumbling blocks. It prints seventeen musical examples of trills, and even clarifies the plot of "The Magic Flute"!

Rivaling this latter achievement is the elucidation of relativity in the new, revised edition of "**The Space Encyclopedia**" (Dutton, $8.95), whose readable, matter-of-fact articles cover cosmology and other astronomical subjects, the physics of light and space, interplanetary vehicles, satellite tracking, and all the related concepts that daily strain our nerves and credulity. The printing of the 278-page text and its more than 300 illustrations is on the murky side; the color plates are spectacular.

Curious, but even without counting the French dictionaries, half the books in this far-from-comprehensive roundup were initiated and originally published by European firms.

LITERARY I.Q. ANSWERS

Column Two should read: 4, 17, 3 or 9, 9 or 3, 10, 18, 1, 20, 8, 6, 11 or 16, 16 or 11, 7, 13, 5, 12, 2, 14, 15, 19.

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José Ferrer talks shop with young drama students on the fortress wall in San Juan. Photograph by Michel Alexis.

Puerto Rico surprises a famous Puerto Rican

YOU MAY recognize the man above. His name is José Ferrer. He is visiting his old home town—San Juan.

Puerto Rico today surprises most visitors. Even José Ferrer.

"I was quite prepared to see new homes, new schools, and new hotels. What amazed me was the new *spirit*.

"Today there are over 18,000 students in the State University alone. The island now enjoys symphonic and chamber music—including the world-famous Festival Casals. And once again Puerto Rico has its own opera, ballet, drama, and musical comedy."

The more you see of Puerto Rico's cultural rebirth, the more impressive it becomes.

Housing projects produce folk ballets. Art exhibits crop up in patios and coffee houses—even in fire stations.

When you visit this sunny Commonwealth, expect to be stimulated. A spirit of renaissance fills the air.

Students from the United States, Europe, Asia, Africa and Latin America now go to Puerto Rico to study. Isn't that significant?

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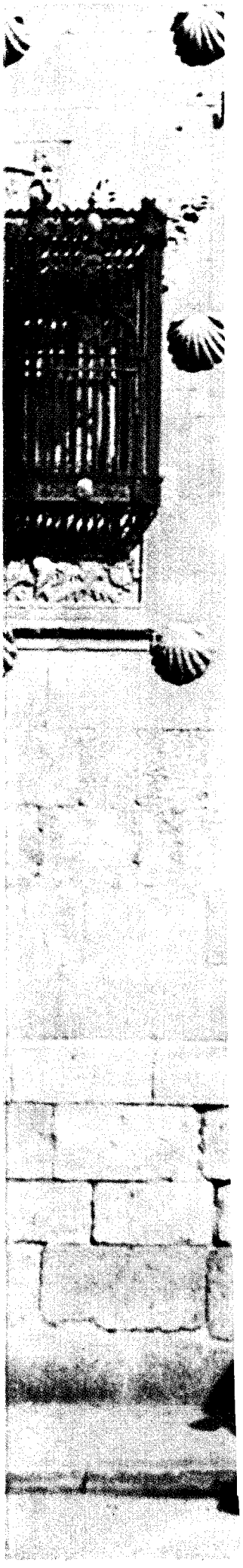
Why a whole wall of Scallop Shells?

"Palace of the Shells," Salamanca, Spain ▶



● It was not just the whim of a sixteenth century architect.

The idea of adorning this wall with some five hundred shells came from the Spanish grandee whose wealth built this Salamanca palace. He used the shell symbol to proclaim that one of his ancestors was among the medieval pilgrims who journeyed to St. James's shrine in Compostella wearing the scallop badge on their hats.

Pilgrimage, voyage, quest—each has been symbolized, since earliest times, by the scallop. It was identified with Venus, born of the sea. It was the badge of the pilgrims to Compostella and of the Crusaders to the Holy Land. And, appropriately, in a later day, it came to be the name and trademark of the Shell Companies.

Under the familiar scallop trademark, Shell men are probing for oil in rain forest and desert, and even under the ocean's floor. But these are only the forerunners of hundreds of other explorers who search in Shell laboratories the world over for new and better products from petroleum.

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When you see the sign of the shell, think of it as the symbol of the quest for new ideas, new products, and new ways to serve you. *The Shell Companies: Shell Oil Company; Shell Chemical Company; Shell Pipe Line Corporation; Shell Development Company; Shell Oil Company of Canada, Ltd.*

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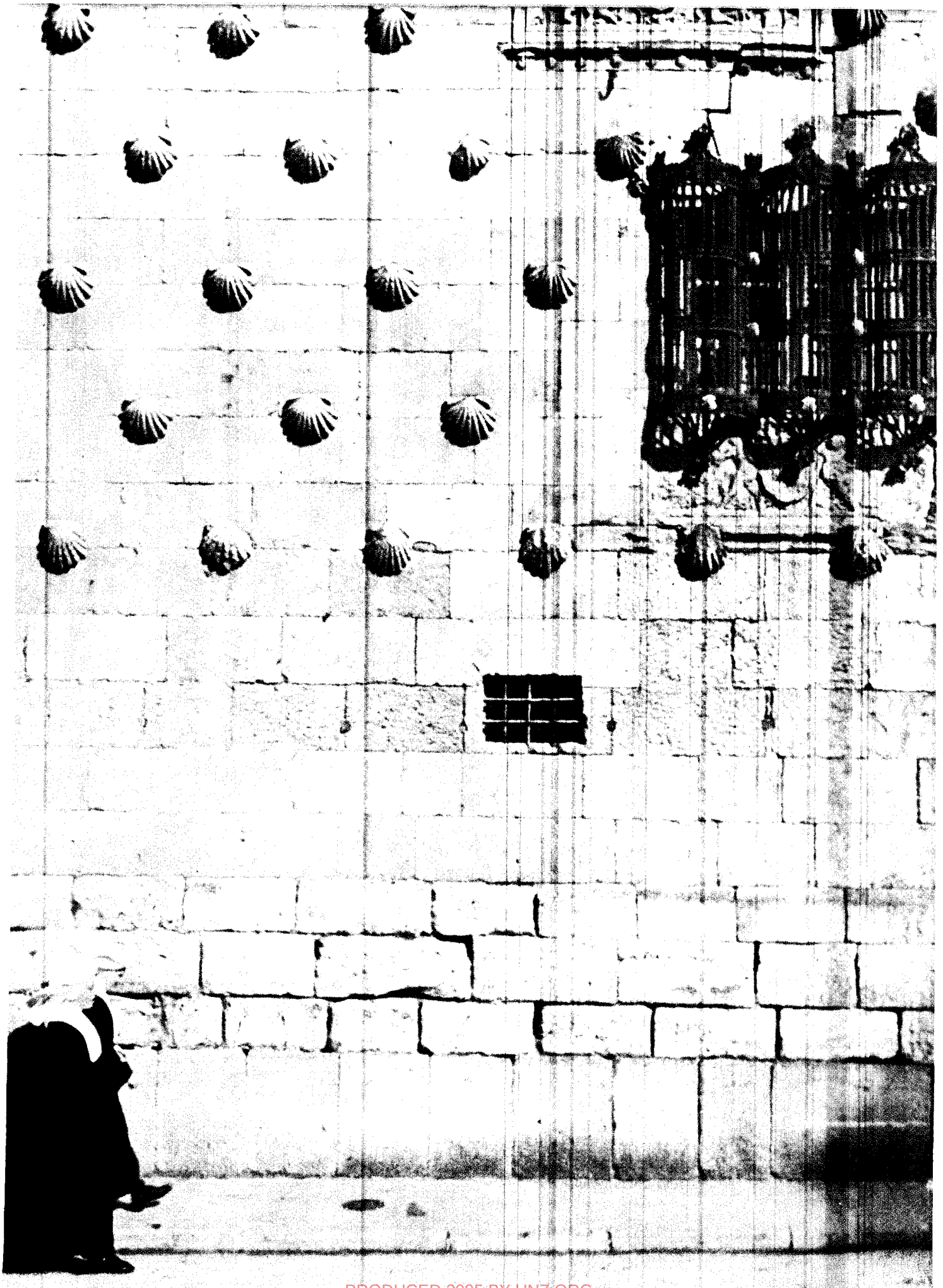

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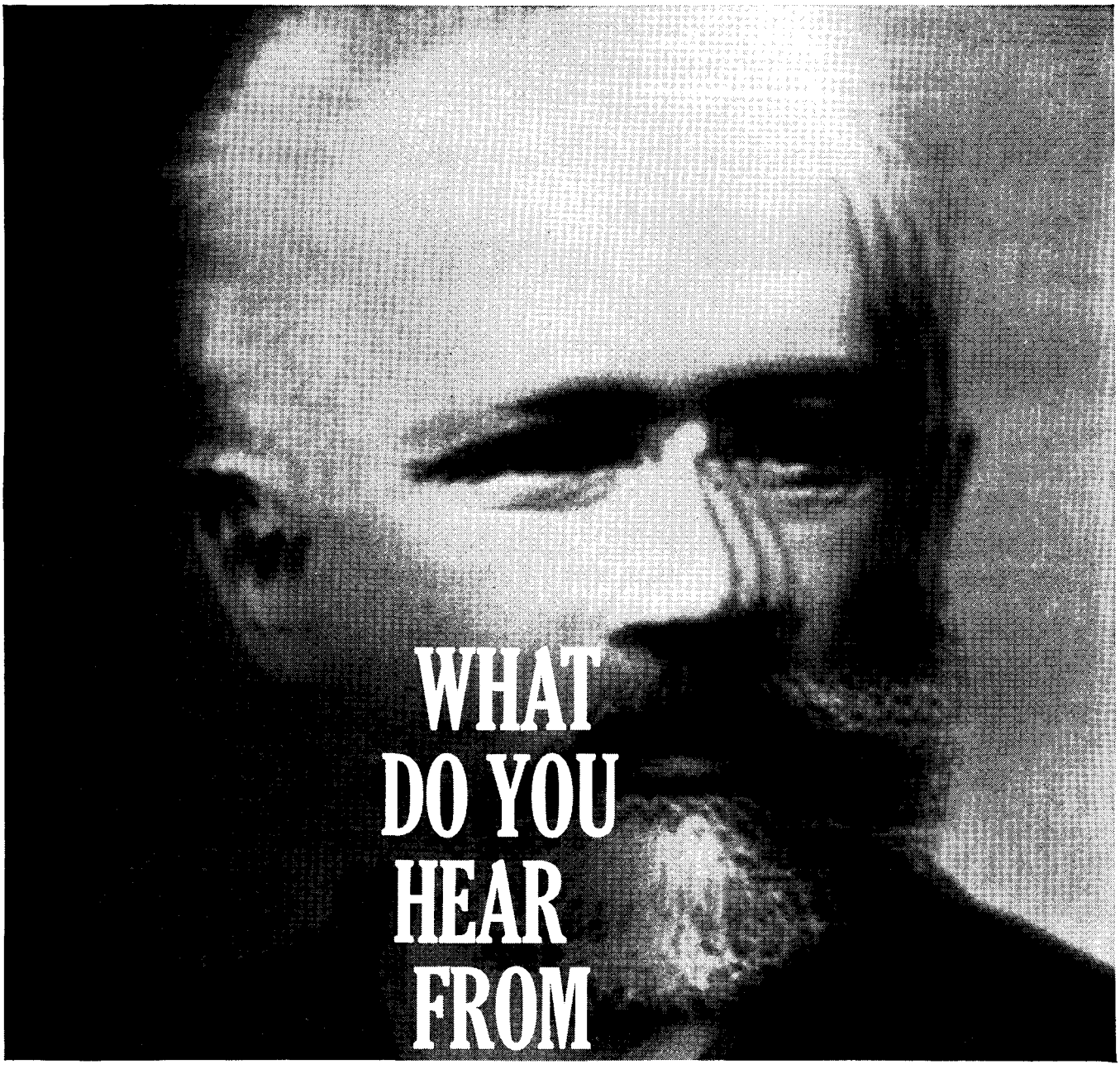

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MUSIC TO MY EARS

Price's Butterfly—Kuchta, R. Lhevinne, Cliburn

MUSICOLOGY, generally speaking, is not the first concern of an opera theatre, but its ends are served now and then by chance, as in the accident of Metropolitan scheduling that provided the opportunity to hear Puccini's two "Oriental" operas within twenty-four hours. Moreover, they came in the sequence of composition, with the much-played "Madama Butterfly" on Friday evening and the newly revived "Turandot" the next afternoon.

What was heard confirmed the tentative feeling (to be derived from reading the scores or comparing the sound of the two in the recordings) that there is, underneath the surface lacquer of likeness, a considerable difference in the tone and character of the two works. As befits its gently tragic subject, "Butterfly" is all curves and softness, a gathering of subtle forces around the pathetic figure of Cio Cio San. "Turandot," for its part, is decidedly angular, a contest for supremacy among violently opposed interests which Puccini expressed through some of his strongest, most vividly scored music. If the two have a common ground, it is not on the Pacific strand, but in the Campagna where Tosca has her abode. In both works, when Puccini reaches for the deepest tragic note of which he is capable, it turns out, more often than not, to be the one he has sounded in the torture scene of "Tosca," or in the outbursts that convey Tosca's revulsion at Scarpia's extra-legal liberties.

That this "Butterfly" stirred any such thoughts had little to do with the noncreative conducting of Jean Morel, everything to do with the fine-sounding, many-faceted Butterfly of Leontyne Price. For her third Metropolitan role Miss Price produced her "third voice": a Puccini voice quite different from those she employed in either predecessor works of Verdi ("Trovatore" and "Aïda"). Literally speaking, it was of course not a different voice, but so completely altered a usage of her strong resources as to suggest another set of stops completely.

How consciously this was done could be gauged from her recourse to the darker, broader sound when it was appropriate: in one sequence of Act I (after the Uncle Priest), at the climax of "Un bel di" and the scene with Sharpless in Act II—in short, wherever it would make a telling dramatic effect. For the most part, the girlish character of Butterfly was portrayed through a light, well-focused sound which was at her command up to the top note of the entrance. She thus gave Puccini all he asked (and is seldom granted) in a moment of vocal fulfillment both rare and beautiful.

Dramatically, Miss Price is well on her way to a memorable creation, too. She manages to disguise her substantial physique believably, she glides rather than merely walking, and a cleverly conceived facial makeup gave her a skin tone as well as features believably Oriental. But she hasn't yet quite decided what to do with her hands; part of the time they dangled beside her, part of the time she formed them into stiff-fingered projections that were more distracting than meaningful. Authenticity is all right in its place, but its place in "Butterfly" is in the singing of the music. The exotic flavors that one adds for seasoning are very well—as in the hand motions and gestures with which she "acted out" her artful "Un bel di" for Suzuki—but not if they clash with basic taste.

Unfortunately for the effect Miss Price was striving to achieve, William Olvis (a good-looking, youthful Pinkerton) was more concerned with vocal problems than with playing to his partner, and Lorenzo Testi's Sharpless appeared to have come on stage straight from the Galleria in Milan rather than from the American consulate in Nagasaki. (Brown shoes with seersucker? Really.) It would, I am sure, have surprised Puccini to discover that he wrote as many "arias" for Sharpless as Testi made of his conversational exchanges, thanks to the obliging Morel. Helen Vanni sang a very good Suzuki.

The season's second "Elektra" produced a new Chrysothemis in Gladys Kuchta, an American soprano recently active in Germany. As the main challenge to Chrysothemis is to be heard, its revelation of vocal capacity, for a debut, is rather specialized. Miss Kuchta was always audible, and her bright, strong soprano gave evidence of being under sure control. But it will take another, different kind of part to define what her qualities really are. This was,

Mostly People

By Jeannette Nichols

IT'S mostly people
who make the world happen.

Steeped with them,
mornings get ridden like buses
and they strap-hang
their wondrous occasional faces
into movies and mealtimes
and lovebeds.
New and small and peculiar
people get born every inhale,
come and gone
like little old men
and little old wizened women
who suck and bawl
and grow up and up
to cram sideways into all
those grand yesterdays
they learn to believe in.

And it's most people
who make the others necessary,
like to love, to give to,
to buy from and curse at;
and without such a half-cocked
people-pocked kind of world
which has locked us all up
in one bright birthday package
to open at any whim of a face,

why then, to be born and get dead
would be just one long yawn.

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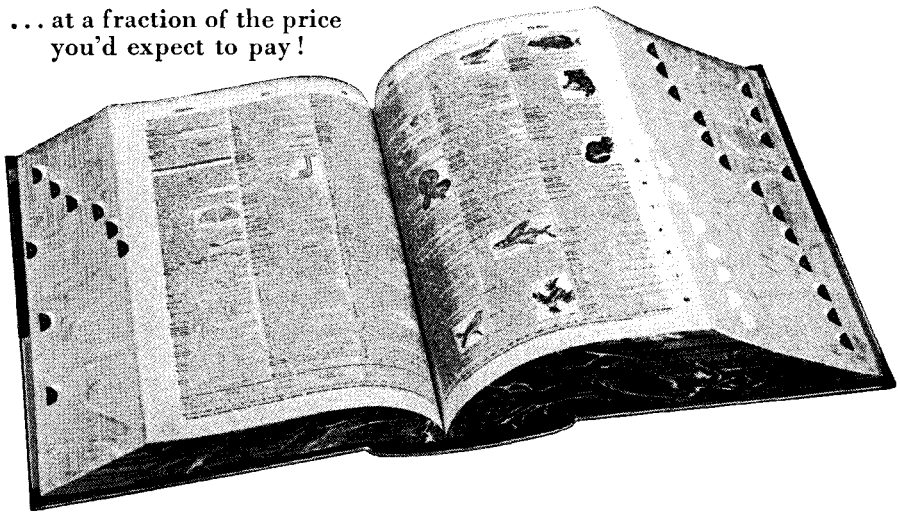

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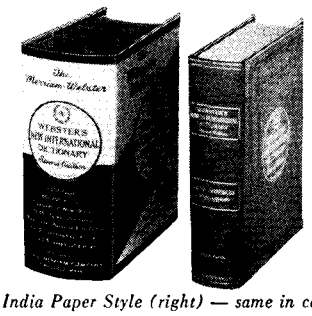

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on the whole, a noisier, stormier "Elektra" than the previous one directed by Joseph Rosenstock. Among other changes (Hermann Uhde as Orest, Karl Liebl as Aegisth), Regina Resnik's Klytemnestra was notable for fervor, discipline, and excellence of conception. If, as rumored, this was her final Metropolitan appearance, she leaves at a high point of artistic esteem.

THE maxim that "Those who can, do; those who can't, teach" had rough treatment at the concert of the National Orchestral Association in the Hunter College Assembly Hall at which Rosina Lhevinne played the E minor Concerto of Chopin. To be sure, Mme. Lhevinne (whose pupils include Van Cliburn) was surrounded from childhood with exemplary musical influences, including the example of her distinguished husband Josef. But this carries her now to her eighty-first year, which, in point of pianism, is a more than ripe age.

Mme. Lhevinne's performance, however, spoke much more of assets than liabilities, of the advantages of her past rather than the disadvantages of her present. Now and then in a fast passage, hands and keys were not exactly matched, but she never missed a meaningful phrase, failed an emotional issue, or undervalued a musical climax. In the "Romanza," Mme. Lhevinne's spacious phrasing, her unhurried pursuit of each florid elaboration reminded us that no more than vocal wisdom is in the throat is pianistic virtue in the fingers. John Barnett's productive work with this ensemble was evident not only in its responsive support of Mme. Lhevinne, but also in a spirited, technically clean production of William Bergsma's adroit "Chameleon" variations.

Some of the late Dimitri Mitropoulos's staunchest co-workers joined in a memorial concert in his name, for which the Musician's Aid Society was the worthy beneficiary of a large attendance in Carnegie Hall. Among them were Renata Tebaldi and Eleanor Steber, Mignon Dunn and Barry Morell, as well as Van Cliburn, who made a double contribution as pianist-conductor of the Prokofiev Concerto No. 3. Cliburn did his unconventional task in the conventional way, giving cues as convenience permitted, supplemented by the concertmaster's bow as baton when required. He also performed his primary task well, aided no little by a "see-through" transparent plastic top for the piano which, even when raised, enabled him to see and be seen. Meanwhile, Leonard Bernstein was backstage awaiting a turn to speak, and conductors Karl Böhm and Fausto Cleva (who shared the program) were, doubtless, practising the piano.

—IRVING KOLODIN.

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EDUCATION IN AMERICA

Education Editor: PAUL WOODRING
Associate Education Editor: JOHN J. SCANLON

SR/EDUCATION

MARCH 18, 1961

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This monthly supplement is sponsored by the Fund for the Advancement of Education, which has prepared its contents in cooperation with the staff of Saturday Review. The editors of SR retain responsibility for the material appearing in this supplement.

Correspondence regarding manuscripts or editorial content should be addressed to: Editor, Education Supplement, Saturday Review, 530 Fifth Avenue, New York 36, N.Y.

Countdown on Federal Aid to Education

DURING THE campaign last fall both major parties pledged themselves to increased federal aid to education. The Democrats went beyond the Republicans in promising aid for teachers' salaries as well as for schoolhouse construction. Since the election, educators and others deeply concerned about our schools have waited eagerly to see whether the campaign promises would be remembered in February.

The President's message to Congress, highlights of which appear in this issue, indicates that the Administration is ready to move. Whether the majority in Congress is equally ready remains to be seen. The President's program already has encountered vigorous opposition.

Congressmen and Senators who vote against the President's program will do so for a variety of reasons. Some, of course, will be representing what they believe to be the wishes of their own constituents. Some will vote against the bill because they see education as a local rather than a national problem, because they believe that local communities or states can support the schools adequately, or because they consider education less important than other demands on the federal tax dollar.

A rider may be attached to the bill, prohibiting the use of federal funds in segregated schools. Many will vote for such an amendment because they oppose segregation, but, by so doing, they will make it easy for those opposed to integration to combine with those opposed to federal aid to defeat the bill.

The pace of desegregation must be accelerated, but this is a separate problem and ought not to be allowed to obscure the issue of school support. This issue should be fought out on its own merits. The federal aid bill should be kept clear of entanglements with other issues in order that each member of Congress may stand up and be counted; each voter has a right to know where his Congressmen and his Senators stand.

Last month in our pages, Senator Clark of Pennsylvania stated the case for increased federal aid, particularly for higher education. In this issue Senator Goldwater of Arizona offers an equally vigorous statement of the case against federal aid. Both sides should be heard because they represent widely divergent philosophical positions, theories of government, and interpretations of the fact that the U.S. Constitution ignores education altogether. They also represent different judgments of the seriousness of our educational needs.

The question of whether there shall be *any* federal aid to education is not at issue. We have had it for a long time in growing amounts and in many guises, and both the major parties are committed to its continuance. But President Kennedy's proposals for federal support on a much more massive scale go far beyond existing programs and may well provoke a major battle in the Eighty-seventh Congress. The outcome, whichever way it goes, is sure to have an enormous influence on the future of American education. —P.W.

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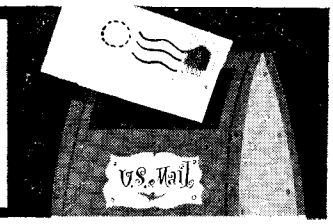
Letters to the Editor



SENATOR CLARK

FEW MEMBERS of the Senate have displayed a better understanding of the needs of higher education than Senator Clark of Pennsylvania, author of the article "Higher Education is a *National* Problem" [*SR*, Feb. 18].

However, Senator Clark's comments on the need for people in higher education to get together on a plan are a little outdated. Higher education, as Senator Clark knows, is united on a program in the field of academic facilities. It is ready and willing to cooperate with the new Administration.

RUSSELL I. THACKREY,
Executive Secretary,
American Association of Land-Grant Colleges and State Universities.
Washington, D.C.

SENATOR CLARK'S article on higher education can be challenged at almost every paragraph, but there is perhaps only one fundamental issue, which can be phrased as a question. Is there any law of political life more certain than that he who pays the piper calls the tune?

As the percentage of federal support increases (already dangerously large in the field of scientific research) how may we avoid the Russian system where a government agency controls the numbers of college students and the fields of learning they may enter? Is that what the Senator means by "mobilizing"? In some areas of economic life this sort of controlled system may not be bad, but if the education of a nation is taken over by the central government, freedom vanishes.

DONALD G. BAKER.
Collegeville, Pa.

SENATOR CLARK'S principal thesis as to the necessity for federal aid to higher education may or may not be valid—at least I am not prepared to dispute it. However, I object very strongly to his red herring—"The Federal Government is not our enemy, it is our friend." This has nothing whatever to do with the question.

No sensible person considers the Federal Government our conscious "enemy," notwithstanding that in every political campaign (including the latest one) the politicians who want to drive the rascals out, imply that the "ins" are pretty close to being enemies. But a "friend" can be stupid or wasteful or over-ambitious or officious or inefficient. The mere fact that we do not believe the government at Washington to be "an alien power" or "a monster" is no better argument for federal aid to education than it is for re-enacting Prohibition or indeed for a totalitarian state.

E. D. WILLIAMS.
New York, N.Y.

I VERY MUCH enjoyed Senator Clark's article "Higher Education Is a *National* Problem." What impressed me most of all was one of his introductory ideas, that of the terror so many people undergo at the mere mention of Federal Government being involved in any area in which it has not previously been involved.

EDWARD TOMIASIAN.
Capistrano Beach, Calif.

THE ONE-ROOM SCHOOL

"THE ONE-ROOM SCHOOL" [*SR*, Feb. 18] demonstrates that statistical data can be reported in a popular and meaningful manner. We find the report to be accurate and well balanced. We are especially pleased with the way the strengths and weaknesses of such schools are handled. The picture graph showing the decline of one-room schools is excellent and the photographs are well chosen. We applaud your concluding statement about the remaining tasks of the one-room schools.

We are very happy that you were able to use the data from our Research Monograph as a base for your excellent report. David Iwamoto, who wrote the Monograph, was as pleased with the story as I was.

SAM M. LAMBERT,
Director, Research Division,
National Education Association.
Washington, D.C.

WELL, CHEERS! I've been waiting for years for someone to notice the one-room school. I only wish that the statistical approach could be followed by a more personal account of the one-room school in action. It was an eye-opener to me. My two children attended one-room schools in Connecticut, Arizona, and California (two of them public, one private) and there is a great deal to be said for them that isn't being said at all.

MRS. BARRY STEVENS.
Berkeley, Calif.

THIS PHOTOGRAPH [see cut below] is a one-room school located in the Sandhill area of northwest Nebraska. It is a unique school in that it was the first electrically heated school building of any kind erected in Nebraska.

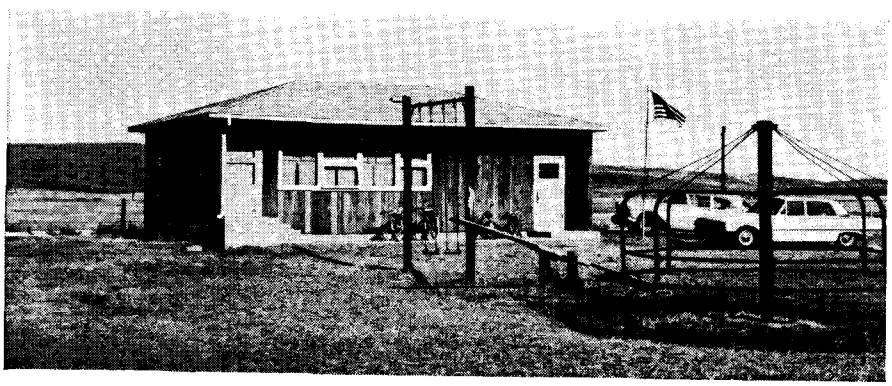
I believe that the background of the school building will indicate to you the type of area in which this school is located. It is in the heart of our cattle ranching area and is located about twelve miles from the nearest improved road of any kind. This building was a result of a group of school-minded patrons living in an isolated area that wanted everything for their youngsters that they could possibly have.

Into this building they put a kitchen, hot and cold running water, inside toilet facilities, and an electrically heated full basement.

These people and I are truly proud of this building. After completing this building they equipped it with the most modern of furniture, textbooks, and other supplies, and hired the best teacher that they could possibly find.

To say that this is a "typical" Nebraska one-room school building would be misleading, because it is not. But it is the kind of building that we hope every isolated area will provide for its youngsters.

F. B. DECKER,
Commissioner of Education,
State of Nebraska.
Lincoln, Neb.



A modern one-room school in Nebraska.

COLLEGE EFFICIENCY

THE EDITORIAL "Johnny Goes to College" [*SR*, Jan. 21] hit many activities of college which need critical examination. But the tenet was weakened by a reference that colleges "use their available classrooms at only 46 per cent of capacity and their laboratories at only 38 per cent of capacity," without any indication what the editor considers 100 per cent usage.

The efficiency of an educational institution depends on many other factors than in just having all chairs filled with warm bodies. The effectiveness of the intellectual process is the key point.

Frequently I find empty classrooms used by students for study, because study rooms are full, or nonexistent, and the

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library too far away and too crowded.

S. B. Folk, Professor,
Ohio State University.
Columbus, O.

MISPLACED MOUSE

In the November 19, 1960, issue of *SR*, in the Report Card column, you mention an incident supposed to have occurred at Harvard. It concerns a mouse who brags, "I've got this guy so conditioned that all I have to do is press a button and he feeds me."

The rodent involved was not a Harvard mouse. The connection the incident has with Harvard is only incidental; the mouse is quoted on page 98 of "Cumulative Record," a text written by B. F. Skinner, a Harvard psychologist noted for his researches in learning. In "Cumulative Record," Skinner properly attributes the tale to the Columbia *Jester*, where it appeared as the caption of a cartoon.

Charles Cantor,
Ephraim Cohen,
Robert Martin,
Columbia University.
New York, N.Y.

Editor's note: *Faculty members at Harvard apparently have grown increasingly fond of the mouse and the tale, because they have adopted both.*

EDUCATIONAL EPHEMERA

In recent issues I descry the educationists already coming forward with their fuzzy "refutations" of the thesis that training in the fundamental disciplines is the primary task of our schools. The argument is usually confined to a listing of the world's ills and then—by an unexplained logic that always leaves me a faint roaring in the ears—a counterpoised listing of frill subjects. This "argument" defeats itself. If world forces of increasing complexity demand increasingly complex responses from every individual, then it follows that he has less time than ever for educational ephemera: he must be taught to *think*, to penetrate the masses of verbiage and conflicting opinion which obscure the essential elements of the many public and private issues he must face. The frills can be acquired elsewhere (what, for instance, is less teachable than "citizenship"?), but for most of us the arduous business of learning to think must be pursued in school or not at all.

A practical illustration: Of the freshmen in history courses at the University of California (and these are the top 15 per cent of the state's high school graduates), the majority encounter fewer difficulties in the subject matter than in the mere mechanics of reading expository prose and writing essay examinations! With almost meaningless slogans and catchwords swirling constantly about their heads, these young people hardly need the vague group-games of the educationalists: they need the precise intellectual training of the basic disciplines.

Richard D. Sullivan.
Department of History, UCLA.
Los Angeles, Calif.

SOCIAL STUDIES

First of all, I wish to thank you for excellent education supplements that have been of great interest and real value to me both as a college teacher and as the parent of a child in elementary school.

There is one area on which perhaps *SR* could help to shed some light and stimulate creative thinking in the field of education. This is the state of the social studies programs in our elementary and high schools. A nationwide need exists for some hard thinking on this segment of our curriculum by a group of experts in the various social sciences. A new approach may be needed, or, at the very least, a restatement of our aims and purposes in this vital area of our children's education.

Emiliana P. Noether.
Weston, Mass.

PUBLIC LIBRARIES

Why are the public libraries never recognized in the definitions of educational goals? The Conant and the Gardner reports refer to education as what goes on in schools—never a mention of public libraries.

The public library is the keystone of American education, and today the fiscal starvation of public library services, from the Library of Congress to the one-room library, is a cause for national shame.

Mrs. George Rodney Wallace,
Chairman, Board of Trustees,
Fitchburg Public Library.
Fitchburg, Mass.

ADULT EDUCATION

All of us who are involved in and dedicated to a sound program of higher education for adults were interested in Frank Jennings's book review entitled "Adult Non-Education" [*SR*, Feb. 18]. We are happy that the Education Supplement is sufficiently interested in this important aspect of education to devote a full page to it, and we welcome an airing of *all* points of view about adult education.

You realize, of course, that the Petersen book was written for the express purpose of providing a critical analysis, primarily for practitioners and those already concerned with the developments in university adult education. Since there is indeed a considerable amount of imaginative excellence in university adult education, not reported by the Petersens, we feel that the nonparochial public deserves some future discussion of the many high-level programs currently carried on by universities. Therefore, we strongly urge that it would be reasonable to include a report of such activities in some future issue, if only to balance the ledger.

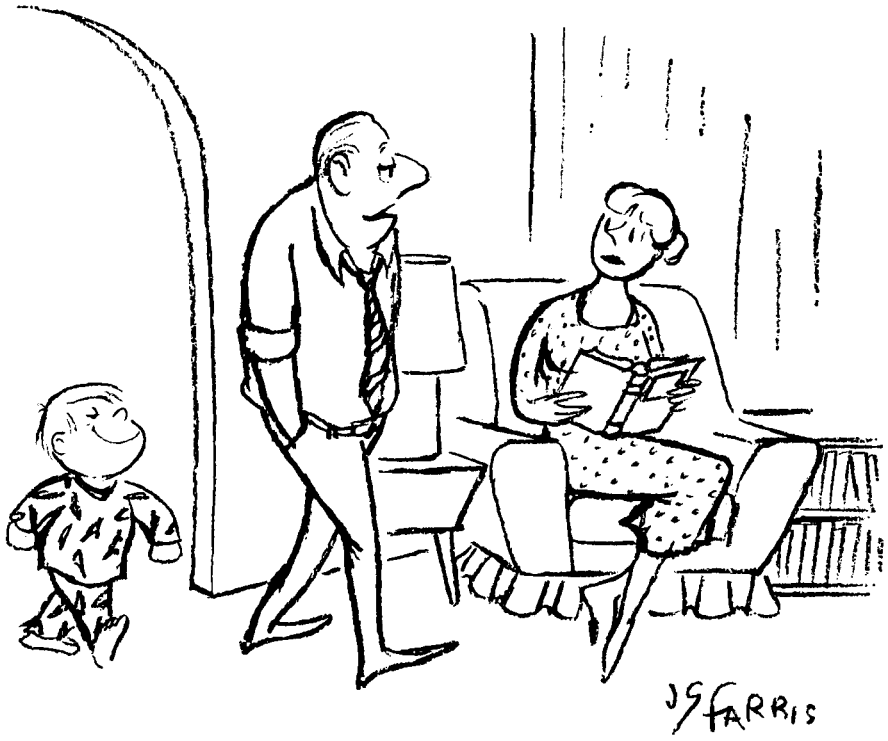
A. A. Liveright,
Director,
Center for the Study of Liberal Education for Adults.
Chicago, Ill.

UNDERGRADUATE TEACHING

The Harvard Undergraduate Teaching Program [*SR*, Jan. 21] is to be commended for such fine work.

You might be interested to know, in addition, that the State College at Bridgewater, Massachusetts, has had a similarly successful teaching program with surrounding communities for more than a century.

Alvin F. Rubin,
President, Attleboro District,
Bridgewater State College Alumni Association.
Bridgewater, Mass.



"I give up. I quoted Spock and he quoted Freud."

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Is It Constitutional?

SR IS WRONG ABOUT FEDERAL AID

In recent years, SR editorially has taken a position in favor of federal aid to education. In the special education supplement last month, the editors began the first of a two-part debate on the subject. Senator Joseph S. Clark, of Pennsylvania, presented an argument in favor of the proposition. In this issue Senator Barry Goldwater, of Arizona, makes the case that federal aid to education is unconstitutional.

By BARRY GOLDWATER

MANY PEOPLE today are concerned over the problem of our educational system. I believe this concern is warranted—but not for the financial, quantitative reasons advanced by the lobbyists and pressure groups for federal aid. It is my opinion that the ills of our educational system today are more in the nature, or quality, of our schools than in their size. And I further believe that there are questions of standards that must be decided by the parents of our children through their local school boards in their states and local communities.

For the purpose of this article, I am going to confine myself to a discussion of the argument for federal aid to education, an analysis of the need for expanding and augmenting existing school facilities, and a proposal I believe to be the best way to approach the question legislatively.

Since the end of World War II, we have witnessed the greatest school building program ever conducted in this country. In the past ten years alone, over 500,000 classrooms have been built, and based on the sale of school bonds for the past several years there is every reason to believe that this high rate of classroom construction will continue. In spite of the tremendous job the states and local communities have done during the past fifteen years to overcome the backlog of school facilities needed in some areas—a backlog brought on by the Depression, World War II, and the Korean War—the proponents of federal aid to education are nevertheless absolutely insistent that the only way to reduce the backlog is by way of a massive infusion of federal grants to the states.

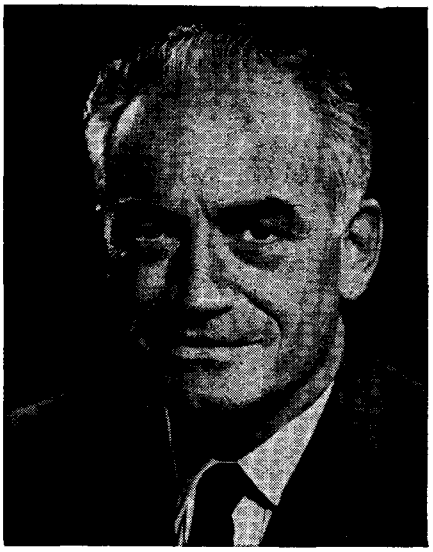
In recent years, these same proponents have added to their propaganda the claim that teachers are not paid enough by the local school districts and that it is therefore the responsibility of the federal government to correct that situation as well.

It is interesting and significant to note that the demands for federal aid to education have grown louder and more insistent as the need for expanding our school facilities diminishes. It is fully apparent that many of those promoting the idea of federal aid to education are interested only in the element of centralized government control and consequently refuse to recognize that the states and local communities have been rapidly solving the backlog problem in their own way and with their own money. They have seen their "crisis" selling point melt away in the face of determined local responsibility and are attempting to cover it up by adding new items to their list of needs and more power to their propaganda efforts.

The present offensive for federal aid to and control of the nation's educational facilities is the heaviest ever mounted and it must be met with a courageously sound proposal incorporating the principles of individual freedom and personal responsibility.

I am fully aware that a growing student enrollment has made it difficult for some localities completely to overcome classroom shortages despite the expenditure of considerable amounts of money and effort. I am also conscious of the fact that teachers' salaries have lagged behind those of other professions and vocations, causing some qualified instructors to resign from teaching to enter more highly paid occupations, and making it difficult to attract qualified replacements.

HOWEVER, recently published school statistics dealing with pupil population, enrollment, teachers, and public school expenditures are most revealing. Between 1950 and 1960, public school enrollment increased by 44.4 per cent; during the same period, the number of teachers in elementary and secondary schools increased by 51.9 per cent, thus reducing the pupil-teacher ratio to 26.4 to 1, as compared to 27.8 to 1 in 1950. But while pupil enrollment and the number of teachers were increasing in these ratios, total expenditures for public elementary and secondary schools increased by more than 150 per cent.



Arizona's Senator Goldwater.

It is quite obvious from these figures that the states and local communities have been making enormous, and effective, efforts to meet their school needs. Wherever the problem of need for additional classrooms has not been solved, it has not been due to any reluctance on the part of the local community or the state to find and expend the necessary funds.

In view of the willingness of the state and local communities to keep pace with growing educational needs, the Congress should reject the wasteful and undemocratic measures to appropriate for school aid billions of federal dollars extracted from the states only to be partially funneled back to them again with strict limitations on the use to which these funds may be put.

I believe the alleged evil plight of our schools has been grossly exaggerated and that the magnificent efforts of our states and local governments to find the money to meet school needs has been largely and purposely ignored.

These efforts represented the quiet response of millions of "forgotten Americans" to the educational problems arising in their communities. The job was done without fanfare by the people who meet their responsibilities on a day-to-day basis. It was not a result of prodding by nationwide pressure groups, and I believe it stands today as a monument to the efforts of a free

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people, working with initiative and enterprise in their own communities, to meet the problems of those communities as they arose. This is where the big job of meeting the nation's educational problems has been accomplished up to now, and this is where the job, rightfully, should be finished.

I say "rightfully" because it is the morally correct place and it is the Constitutional place. There can be no question but that federal intervention in our educational system through aid programs is unconstitutional. It is the fashion these days to say that responsibility for education "traditionally" rests with the local community—as a prelude to proposing an exception to the tradition in the form of federal aid. This "tradition," let us remember, is also the *law*. Education is one of the powers reserved to the states by the Tenth Amendment to the Constitution. Therefore, any federal aid program, however desirable it might appear, must be regarded as illegal until the Constitution is amended.

I feel the role of the federal government with respect to education must be directed toward helping our people to help themselves where the need exists—and without the direct intervention of the federal government. That role, as decided by Congress, must recognize first and foremost the danger of centralized control over the vitally important area of life encompassed by the education of our children. Then, it must take account of the actual need that exists for expanding and augmenting the facilities that we now have for meeting the nation's educational needs. Finally, it should use the power of the federal government to place at the disposal of the people and the states and local government the means to handle the needs that may exist or arise.

To translate this role for the federal government in education, I have introduced in this session of the Congress an education program that I believe will answer all the requirements for improving our schools in a Constitutional manner.

MY proposal would provide the *means* for solving additional school problems, if they really exist, but it would leave the determination of this highly debatable question where it properly belongs—with the states and local communities and not with the federal government. The basic problem, if there is one, is financial. If state and local governments in some parts of the country are unable to keep pace with their school needs it is because the federal taxing powers have preempted state and local sources of revenue. Hence, the proper approach is to compel the federal government to restore to the states and localities at least a portion of the tax resources it has taken away. This is precisely what my measure would do.

The proposal is a simple one. Every homeowner, every owner of real estate in the United States pays a real property tax to his local community government. In most cases, a substantial part of this tax is used to meet the primary and secondary school needs of the community, whether for new construction, maintenance, teachers' salaries, or other past or current school costs. I would merely provide that every taxpayer who pays a school tax on his real property or as a part of his real estate tax, shall after having calculated the amount of the federal income tax which he must pay Uncle Sam, be permitted to subtract the full amount of such school property tax, or such proportion of it as will result in a total additional tax benefit to these taxpayers of between $3 and $4 billion.

UNDER existing federal income tax law, state and local school taxes are deductible from gross income but the amount actually saved by the taxpayer depends on his federal income tax bracket. Thus, for example, a taxpayer who has paid $200 in school taxes as part of the local real property tax on his home, and is in the 20 per cent federal income tax bracket, realizes a saving of $40. My proposal would retain this present practice but, in addition, would permit him to take a $100 credit against what he owed Uncle Sam, that is, against his net federal income tax. Consequently, instead of a saving of $40, the homeowner under my proposal would save $140 of the $200 he paid in school taxes on his home. Of course, if the taxpayer's school tax were less than $100, he would be permitted to save, altogether, no more than the actual amount of his school tax. This tax credit would be available to real property school tax payers whether they itemize their federal income tax returns or take the standard deduction.

Now let me list the advantages of this approach as follows:

The tax benefits provided would go directly to approximately 40,000,000 taxpayers, including about 34,000,000 home owners who with their families constitute about 90 per cent of our population.

With the federal government completely excluded from the program, there would be no danger of federal control over education. Depending on state law, each community itself, or the state, would be the final judge of how much more it would spend on its educational needs.

The funds made available to the taxpayers are greater than the sums contemplated under any of the federal aid to education measures now receiving serious consideration; greater even than the sums recently recommended by President Kennedy's task force on education headed by President Hovde of Purdue University.

Because of the complete exclusion of the federal government, there would be no expanded bureaucracy, no federal administrative costs, and every dollar of tax money thus made available would purchase a full dollar's worth of school aid if the community decided to expand its expenditures for education.

Inasmuch as the tax resources of every state and locality would be substantially increased under this proposal, each would have ample funds to provide for its own school needs as it chooses, for none know better what these needs are than the citizens of the states and localities themselves.

THE so-called richer states would not be required to help finance the school needs of the allegedly poorer states, for under my proposal every state would have sufficient funds to meet its school needs out of its own resources. Rich state A would not be required to pay to the federal government in taxes twice or three times as much as it gets

(*Continued on page 65*)

Lippmann Demurs

"Despite Senator Goldwater, who has just declared that Federal aid to education is unconstitutional, the practice of Federal aid is in fact older than the Constitution. As early as the Land Ordinance of 1785, the Confederation provided that the 16th section of each township or one-thirty-sixth of the acreage in the public land states should be granted to the states by the national government for the benefit of the common schools.

"Ever since the Federal union was established it has been giving aid to education in a large variety of ways, and it is sheer deception to declare that what has always been done is 'unconstitutional.'"

—WALTER LIPPMANN in the *New York Herald Tribune, Feb. 23, 1961.*

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THE RISE AND FALL OF LIFE ADJUSTMENT

—*CBS Television News.*

"Training for life is one thing, educating for life is another."

"Life adjustment education" has been a favorite target for those critical of softness in the schools who doubt that adjustment is a legitimate goal of education. In this article, Dr. Mauritz Johnson, Jr., Professor of Secondary Education at Cornell University, explains how the term originated, who was responsible for it, and why it has fallen into disfavor.

By MAURITZ JOHNSON, JR.

IT IS difficult to believe that only ten years have elapsed since the United States Commissioner of Education called a national conference to consider the report of the Commission on Life Adjustment Education, the chairman of which was none other than Ben Willis, "man in a hurry" (*SR/*EDUCATION, Sept. 17, 1960). In recent years the U.S. Office of Education has made no acknowledgment whatever of its key role in instigating and promoting the life adjustment movement. Neither did the fine article on Chicago's able superintendent mention his leadership role on the nation-wide commission.

It is not the intention here to suggest that anything is wrong in these omissions, but it is clear that something went wrong with life adjustment education. Before the episode recedes too far into history or oblivion, it would be well to give this ill-named and ill-famed movement at least a parting glance. For, despite all the exciting ferment and revitalization in American education today, the basic problem with which that movement dealt remains unresolved. New problems, it is true, have arisen to claim attention, but their emergence has not solved all the old ones, any more than the urgency of a broken leg settles a long-standing matter of stomach ulcers.

The term "life adjustment" is meaningless, and this fact surely contributed to the eventual discrediting of what it represented. "Adjustment" may be a useful concept to those concerned with mental health, but to many others it carries a connotation of blind and spineless conformity, and when prefaced with the adjective "life," it suggests a resignation to prevailing conditions and pressures and a lack of self-reliant aggressiveness in meeting challenges. Distasteful as this notion might have been a decade ago, it became positively obnoxious in the reaction against the "other-directed" organization man, which has of late brought on a renaissance of the individual.

Nevertheless, whatever the term seemed to imply, the idea underlying the life adjustment movement was quite unrelated to it. Furthermore, the idea was not a new one. The official definition went like this: "That [education] which equips all American youth to live democratically with satisfaction to themselves and profit to society as home members, workers, and citizens." Analyzed, the statement yields several propositions, none novel and all widely accepted: (1) Education equips people for living, (2) universal education is essential in a democracy and a necessary concomitant of a philosophy of equal opportunity, (3) the schools of a democracy should produce responsible citizens, (4) individual happiness is a legitimate goal of free men and their institutions, and (5) people usually have occupational and civic responsibilities as well as those in the family. All in all, they are so commonplace as to be trite.

One might expect a movement with an innocuous platform and an inane title to be ignored, humored, or at most ridiculed. But how can one explain the vituperative rejection and angry accusations with which it eventually met? It not only had the sanction of the federal and state governments and the support of many distinguished, or at least respected, educators, but also was sponsored by nine major educational groups, including the National Catholic Welfare Conference and the National Education Association. Although critics automatically attributed the idea to professors of education, the fact is that only sixteen of the 184 participants in the 1950 Chicago Conference were in this category—less than 9 per cent.

The impetus for the movement came in 1945 from a speech by Charles A. Prosser at a national conference on vocational education. Prosser's thesis was that academic education was serving the one-fifth of students who were college-bound and that specific vocational training was suitable for another fifth, but that for the remaining three-fifths

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neither was appropriate. In other words, the majority of adults are neither in the professions nor the skilled trades. The occupations they enter require little previous training, and abstract academic learning is lacking in significance for them and soon forgotten. The question was: What can the school do to help these young people become better family members, better citizens, better workers? The answer was: life adjustment education. Indeed, the answer was considered so good that it was applied not merely to the forgotten three-fifths but to "all American youth," a favorite postwar educational expression.

What alternative answers were available? One would have been that these students apparently did not need to complete their high school education. While this might be granted for a small minority, it is ridiculous when one is talking about more than half of our youth in an era when the increased complexity of life demands an ever-lengthening period of formal education. This answer would certainly satisfy few people's notions of equal opportunity.

A second answer might have been that academic learnings are really all that are important and that they are even more essential at the high school level for those students who do not continue their education than for those who do. Two objections are commonly raised to this contention: The academic learnings are of little value to the "average man" and they are too hard.

THE first objection is valid only if one equates "value" with obvious practical utility, a mistake all too common among educators and characteristic of our society in general since pioneer days, when survival hinged on practicality. Today, survival hinges on ideas, and the argument falls, except for one unfortunate fact: much academic instruction today emphasizes picayune matters rather than important ideas. As a result, its value is, indeed, often limited, and its lasting effects are few. But the cure here is the improvement of academic instruction, not its elimination.

The second objection, that academic learning is too difficult for many students, poses a greater problem. That this is true for some may be granted. But if it is true for the large proportion considered here, it is because too little is being expected of most students and, once more, because of the way these courses are being taught. College-bound students have shown their intelligence by rejecting such courses, and in this they have been encouraged by those educators who considered academic courses of little value. Other educators, convinced of their value, attempted to adapt such courses to a level appropriate for lower ability students, only to be subjected to criticism for "watering down" the curriculum. The result was increased pressure for "life adjustment education."

But what was this phenomenon? Certainly it was not the stereotype created by uncritical critics who identified it with hairdressing, dating, fly-casting, and homemaking for boys. Actually, it was many things rather than a single pattern, but the underlying characteristic was concern with the problems of the individual student rather than the universal problems of man and with immediate problems rather than enduring ones. Whereas education has conventionally sought to provide many answers that later might apply to whatever problems might be encountered, the new approach was to identify existing problems. Whereas scholars have organized man's knowledge into various disciplines comprising the humanities, the natural sciences, and the social sciences, life adjustment enthusiasts organized man's knowledge into various activities of living such as those of a worker, family member, citizen, group member, and consumer. One organization was structural and emphasized content, particularly that which is most universal and enduring; the other organization was functional and emphasized process, particularly as it applied to personal and contemporary concerns. Both sought to answer the same question: What is general education at the secondary level?

If life adjustment was a miserable answer, the question still remains. We know a future scientist needs all the science he can get; but how much does a future truck driver or waitress need? We are aware of the shocking slaughter on the highways, but should we therefore use our schools to provide driver education for all who intend to operate a motor vehicle? The decline of the family and the high rate of divorce disturb us, but should we seek to improve the situation indirectly by teaching the facts in a sociology course or directly through a course in which students consider how to select a mate and how to enrich life in the home? Must we choose between well-informed

neurotics and ignoramuses with excellent mental health?

John Dewey's main efforts were directed against such "either-or" propositions. Were he alive today, he would reject both the nonintellectual exercises of life adjustment education and the equally nonintellectual rituals widely being performed in the name of academic subjects which stand in need of "unfreezing," not "watering down."

Life adjustment education failed because it ignored priorities. It allowed future mothers to twirl batons with no opportunity to hear and discuss Brahms. But it arose in the first place because existing programs also ignored priorities. The *battles* of the Revolution were considered more important than the *idea* itself.

IT arose, too, because *process* and *application* were being ignored in academic programs. The answers of the past will not fit the problems of the future; our only source of security lies in knowing how to attack problems. Yet the life adjustment program fell because in attempting to correct this situation it neglected the *content* without which the process cannot be applied, and in concentrating on content pertaining to specific problems, it neglected content which is broadly applicable to many problems.

Training for life is one thing, educating for life is another. The former emphasizes the specific and hence must be limited to the predictable; the latter emphasizes the general and hence in the long run is more valuable for facing the uncertain and unknown future. Thus, paradoxically, the academic approach makes for better life adjustment, but only if sufficient attention is given to the bearing knowledge has upon life problems and the process of bringing it to bear upon them.

The more academically talented students readily learn this process and recognize applications. They do not need special courses to train them in this respect. Slower students undoubtedly do, but these should always be in conjunction with, not in place of, continued academic study at their level of comprehension. The danger lurking in current pressures for more and earlier and harder academic studies for able students is that vast numbers of merely average students will be excluded from these courses. The problem of general education for all youths must be solved, and if the elements of a liberal education cannot be suitably provided, life adjustment or something similar to it will bounce back to fill the void.

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Highlights of the Kennedy Message on Education

• Our progress as a nation can be no swifter than our progress in education. Our requirements for world leadership, our hopes for economic growth, and the demands of citizenship itself in an era such as this all require the maximum development of every young American's capacity.

The human mind is our fundamental resource. A balanced Federal program must go well beyond incentives for investment in plant and equipment. It must include equally determined measures to invest in human beings—both in their basic education and training and in their more advanced preparation for professional work.

• Education must remain a matter of state and local control, and higher education a matter of individual choice. But education is increasingly expensive. Too many state and local governments lack the resources to assure an adequate education for every child. Too many classrooms are overcrowded. Too many teachers are under-paid. Too many talented individuals cannot afford the benefits of higher education. Too many academic institutions cannot afford the cost of, or find room for, the growing numbers of students seeking admission in the Sixties.

Our twin goals must be: A new standard of excellence in education—and the availability of such excellence to all who are willing and able to pursue it.

Assistance to Public Schools

We cannot obtain more and better teachers—and our children should have the best—unless steps are taken to increase teachers' salaries. At present salary levels, the classroom cannot compete in financial rewards with other professional work that requires similar academic background.

It is equally clear that we do not have enough classrooms. In order to meet current needs and accommodate increasing enrollments, if every child is to have the opportunity of a full-day education in an adequate classroom, a total of 600,000 classrooms must be constructed during the next ten years.

These problems are common to all states. They are particularly severe in those states which lack the financial resources to provide a better education, regardless of their own efforts. Additional difficulties, too often overlooked, are encountered in areas of special educational need, where economic or social circumstances impose special burdens and opportunities on the public school.

These areas of special educational need include our depressed areas of chronic unemployment and the slum neighborhoods of our larger cities, where underprivileged children are overcrowded into substandard housing.

• I recommend to the Congress a three-year program of general Federal assistance for public elementary and secondary classroom construction and teachers' salaries.

. . . this program would assure every state of no less than $15 for every public school student in average daily attendance, with the total amount appropriated ($666,000,000 being authorized in the first year, rising to $866,000,000 over a three-year period) distributed according to the equalization formula contained in the last year's Senate bill, and already familiar to the Congress by virtue of its similarity to the formulas contained in the Hill-Burton hospital construction and other acts. Ten per cent of the funds allocated to each state in the first year, and an equal amount thereafter, is to be used to help meet the unique problems of each state's "areas of special educational need"—depressed areas, slum neighborhoods and others.

This is a modest program with ambitious goals. The sums involved are relatively small when we think in terms of more than 36,000,000 public school children, and the billions of dollars necessary to educate them properly.

Hovde's Comments on the Message

"While the specific legislative program recommended by the President in his message to Congress falls far short, presumably for political and budgetary reasons, of that recommended by the Task Force Committee on Education, the significant fact is that he placed the power and prestige of the Presidency in support of a clearly defined federal program to aid local and state governments to improve the nation's education institutions.

"When the Presidential proposals are embodied in specific bills and hearings are called, the stage will be set for the great debate on the fundamental issues involved. Many citizens will watch and listen hoping the President's legislative program will not founder on the rocks of separate, yet related issues of integration and parochial interests.

"In his message the President accepted in principle the Task Force Committee's recommendations, rejecting only that proposal which called for a federal grant program on a matching basis for the construction of academic facilities in the colleges and universites to help meet the problem of rapidly rising enrollments.

"President Kennedy specifically recognized the Committee's proviso that federal grants to elementary and secondary schools should not be considered as substitute money for current local and state support when he said, "Each state will be expected to maintain its own effort or contribution. . ."

"Finally, his proposal that each state receiving federal grants reserve ten per cent to help meet the unique problems of each state's "areas of special educational need"—depressed areas, slum neighborhoods, and others, is, in my judgment, but an alternative method to that recommended by the Task Force Committee to meet this kind of educational problem. Indeed, the President's proposal may be a wiser one from all points of view because it is quite probable that every state in the Union has "special" educational needs which are not being met at the present time."

—Frederick L. Hovde, President of Purdue University and Chairman of President Kennedy's Task Force Committee on Education.

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Nevertheless, a limited beginning now—consistent with our obligations in other areas of responsibility—will encourage all states to expand their facilities to meet the increasing demand and enrich the quality of education offered, and gradually assist our relatively low-income states in the elevation of their educational standards to a national level.

In accordance with the clear prohibition of the Constitution, no elementary or secondary school funds are allocated for constructing church schools or paying church school teachers' salaries; and thus non-public school children are rightfully not counted in determining the funds each state will receive for its public schools.

Each state will be expected to maintain its own effort or contribution; and every state whose effort is below the national average will be expected to increase that proportion of its income which is devoted to public elementary and secondary education.

Construction of College and University Facilities

The national interest requires an educational system on the college level sufficiently financed and equipped to provide every student with adequate physical facilities to meet his instructional, research and residential needs.

I therefore recommend legislation which will:

(1) Extend the current college housing loan program with a five-year $250,000,000 a year program designed to meet the Federal Government's appropriate share of residential housing for students and faculty.

(2) Establish a new, though similar, long-term low-interest rate loan program for academic facilities, authorizing $300,000,000 in loans each year for five years to assist in the construction of classrooms, laboratories, libraries, and related structures—sufficient to enable public and private higher institutions to accommodate the expanding enrollments they anticipate over the next five years; and also to assist in the renovation, rehabilitation, and modernization of such facilities.

Assistance to College Students

This nation a century or so ago established as a basic objective the provision of a good elementary and secondary school education to every child, regardless of means. In 1961, patterns of occupation, citizenship and world affairs have so changed that we must set a higher goal. We must assure ourselves that every talented young person who has the ability to pursue a program of higher education will be able to do so if he chooses, regardless of his financial means.

I therefore recommend the establishment of a five-year program with an initial authorization of $26,250,000 of state-administered scholarships for talented and needy young people which will supplement but not supplant those programs of financial assistance to students which are now in operation.

Funds would be allocated to the states during the first year for a total of 25,000 scholarships averaging $700 each, 37,500 scholarships the second year, and 50,000 for each succeeding year thereafter.

These scholarships, which would range according to need up to a maximum stipend of $1,000, would be open to all young persons, without regard to sex, race, creed, or color, solely on the basis of their ability—as determined on a competitive basis—and their financial need. They would be permitted to attend the college of their choice, and free to select their own program of study. Inasmuch as tuition and fees do not normally cover the institution's actual expenses in educating the student, additional allowances to the college or university attended should accompany each scholarship to enable these institutions to accept the additional students without charging an undue increase in fees or suffering an undue financial loss.

Vocational Education

. . . I am requesting the Secretary of Health, Education, and Welfare to convene an advisory body drawn from the educational profession, labor-industry, and agriculture as well as the lay public, together with representation from the Departments of Agriculture and Labor, to be charged with the responsibility of reviewing and evaluating the current National Vocational Education Acts, and making recommendations for improving and redirecting the program.

Conclusion

These stimulatory measures represent an essential though modest contribution which the Federal Government must make to American education at every level. One-sided aid is not enough. We must give attention to both teachers' salaries and classrooms, both college academic facilities and dormitories, both scholarships and loans, both vocational and general education.

We do not undertake to meet our growing educational problems merely to compare our achievements with those of our adversaries. These measures are justified on their own merits—in times of peace as well as peril, to educate better citizens as well as better scientists and soldiers. The Federal Government's responsibility in this area has been established since the earliest days of the Republic—it is time now to act decisively to fulfill that responsibilty for the Sixties.

A New U.S. Post in Education

On February 10 President Kennedy announced the creation of an important new position in the Department of State—Assistant Secretary for Educational and Cultural Affairs—and the appointment to that post of Philip H. Coombs, secretary of the Fund for the Advancement of Education and program director of the Ford Foundation's education program.

This action by the President promises to be a milestone for both American education and U.S. foreign relations. The new Assistant Secretary will have prime responsibility for developing and clarifying governmental policy and coordinating the programs of various agencies involving educational and cultural activities that impinge on foreign relations.

President Kennedy and Dean Rusk, his Secretary of State, are known to feel that education is a major tool for helping new nations, for strengthening our ties with older nations, and for helping the younger generation in all nations to build a strong basis for enduring peace.

The President's emphasis on education in his State of the Union Message, coupled with his announcement of this new post and its occupant, gives every indication that the United States Government is about to embark upon a significant new "Point Four" program in education—aimed at helping new nations to develop the human and intellectual resources they will need in pursuing their social, economic, and political goals.

It is also evident that American colleges and universities are destined to play a much more important role in this endeavor than they have in the past, although their contribution thus far has been substantial.

The editors of the *SR* Education Supplement will follow these new developments closely.

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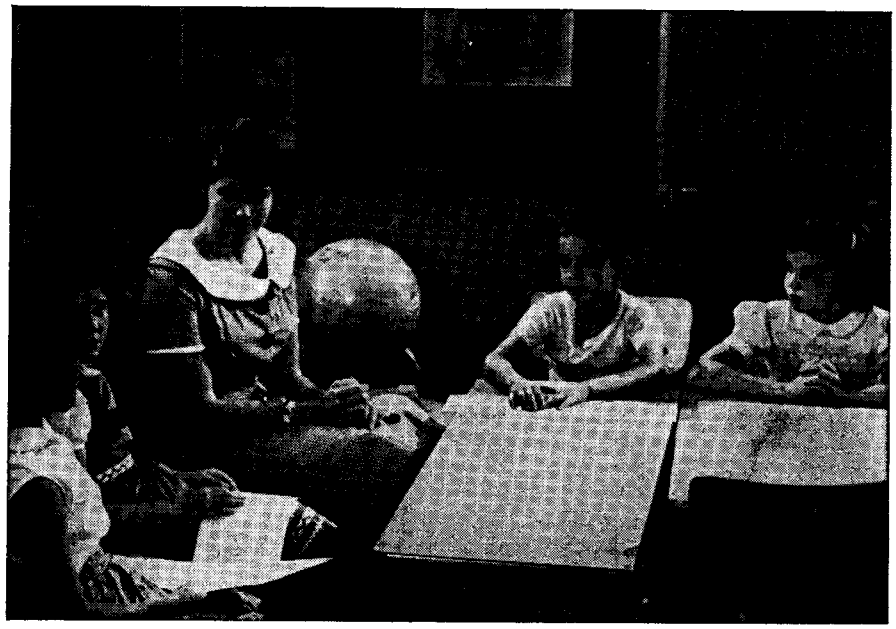
FIVE YEARS OF CHANGE

To those who are eager for educational reform, and aware of the fast-moving world outside, it sometimes seems that the schools are standing still. To find out how much real change has occurred in education in the past half decade, Richard P. Kleeman, education writer for the Minneapolis Morning Tribune sent questionnaires to fifty state commissioners of education plus the superintendent of schools in Washington, D.C., asking what changes they could report in their schools since 1955. Forty replied. Their replies were reported serially in the pages of the Minneapolis Tribune and here are brought together in a single article for the first time.

By RICHARD P. KLEEMAN



"There has been more concern for gifted children." —*CBS Television News.*

ANYONE who attempts to survey the effects of five years of change on American public education must feel great kinship with the photographer who attempts a snapshot of a moving subject, because the changes are unceasing. My survey was predictably outdated before its results could be received, tabulated, and published.

Because it requested narrative rather than statistical replies from the educators, the survey's findings—like our snapshot of a subject in motion—were sometimes blurred, presenting a picture more impressionistic than sharp, more qualitative than quantitative.

Yet, like the snapshot, the survey did show definite indication of movement, and there can be no doubt that the movement is forward.

The idea of limiting the survey to a five-year period was adopted deliberately to allow for separation into pre-Sputnik and post-Sputnik change. It was expected—and found—that, while many changes preceded the Russian satellite-launching, their pace increased markedly in the years after 1957.

Despite many an eddy, crosscurrent and backwater, the mainstream of replies to ten specific questions and one open-end question revealed these major changes:

► *Higher standards for high school graduation:* States have raised minimal standards—many communities have gone beyond the state requirements. Typical is the step-up from four required courses per year in high school to four and a half, or sometimes five if less "solid" courses such as physical education are counted toward graduation.

► *Fewer electives* and more required courses, particularly in mathematics and science, but sometimes with additional requirements in English and social studies as well.

► *More college-level courses in high school* to make possible advance placement when the student gets to college.

► *A longer school day* and a longer school year, sometimes by state action, sometimes as a result of local action.

► *More concern for the gifted child* with special programs to improve his educational opportunities.

► *Foreign language in the elementary schools* of many states.

► *Fewer but larger school districts* as a result of consolidation and district reorganization.

► *Better financing* of public education in most areas but with some notable exceptions. In some states, citizens' surveys are attempting to determine what form and direction changes in school financing should take.

► *Higher requirements for teacher certification*, particularly in the subject-matter preparation of high school teachers and better general or liberal education for all teachers. This trend is almost nationwide.

The survey findings should be viewed in the light of at least two limitations: First, the fact that state education officials often are somewhat remote from the many ventures and experiments undertaken by local communities means that this can therefore furnish only information of an extremely general sort. Second, in view of the sources consulted for information, the survey could hardly have been expected to turn up any scathing criticism of current practices.

Even with these limitations, however, one could hardly fail to be impressed by the fact that every state responding to the questionnaire found *some* area in which it could report significant progress—even those states that have had a reputation for low educational standards. The reader will realize, of course, that progress in different states begins from very dissimilar points of departure and can have destinations equally dissimilar and difficult to compare. Consider, for example, the pride of many Southern states in the physical improvements of Negro schools.

One also could not fail to be impressed by the impact on the total American educational scene of the 1958 National Defense Education Act. State after state reported the hiring of additional staff and/or the acquisition of new equipment in science, mathematics, foreign languages, testing, and counseling made possible by NDEA funds.

American education being the decentralized enterprise that it is, and

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educators the sort of individualists they are, virtually every trend discerned in the survey had one or more antagonists.

It was found, for example, that at least nine states had raised minimum course requirements for high school graduation (four of them even before Sputnik) and at least eighteen (including some of the nine) were increasing the number of prescribed high school subjects, as distinguished from electives. But then there was Mississippi's view, expressed by a spokesman for State Superintendent J. M. Tubb, and no doubt shared by educators elsewhere: "We believe that state requirements should be kept at a minimum if guidance services are to operate effectively, with individual needs paramount." Mississippi's only recent increase in graduation requirements was a half-unit of Mississippi history.

NEW YORK provides an example of the hortatory, as distinguished from the mandatory, approach to higher standards for high school graduation. While local high schools in New York state may set their own standards for diplomas, a graduate desiring a certificate issued by the Board of Regents—an institution long respected in the Empire State—must meet newly stiffened standards that take effect in June. These include eighteen credits, instead of sixteen, in the four high school years, with one year of mathematics (which most students were taking anyway) a new requirement.

Meanwhile, in Minnesota, where the state board of education is considering increasing the minimum required high school program above the present twelve credits in three years, something of a furor was stirred up by the board's new requirement, effective with the graduating class of 1963, of one year of science and one year of mathematics for all students in grades 10 through 12. (The regulation is flexible to the extent that three years of agriculture or home economics may, with special dispensation, be substituted for one of science, and three years of business or industrial arts may meet the one-year mathematics requirement.)

Other examples of trend and countertrend may be found in the early teaching of foreign languages, which all but six of the forty state officials responding to the survey said was being attempted somewhere within their jurisdictions, and in the study by superior high school students of college-level courses, a practice reported in varying degree by all but twelve of the respondents.

States reporting at least some foreign languages in the elementary schools are a geographically and culturally varied lot, ranging from Florida to Nebraska, Maine to California, New York to Washington (both the state and the district).

Yet Idaho, for one, reports skepticism about the idea from both educators and school board members, and Wisconsin's department of public instruction reported that it is "discouraging to start teaching foreign languages in elementary schools unless it is part of a continuing program into high school."

Similarly, Floyd A. Miller, Nebraska's assistant education commissioner, commented, as did others, on the shortage of foreign language teachers. He also asked this series of basic questions about the idea:

"Can we find room for this in the already crowded curriculum of the elementary school? Should we eliminate something? Are there other things that are more important? If there is a strong program in the secondary school, is a program necessary in the elementary school? Should all children in the elementary school study a foreign language? Does one language have priority over another? Should the choice be made to fit the community?"

In the area of college-level courses in high school, the number of approaches about equals the number of responding states.

Most commonly mentioned was the increasingly popular Advanced Placement Program, under which a suggested course of study in any of thirteen subjects leads high school students up to a stiff examination that can provide the basis for advanced standing or actual course credit in college.

Ohio received a one-year grant from the Fund for the Advancement of Education to promote participation of its high schools and colleges in the Advanced Placement Program. New York has prepared its own set of advanced placement course guides.

California, Nevada, and Vermont reported that superior high school students can now take courses in nearby colleges and universities—as they can and do in Minnesota's Twin Cities of Minneapolis and St. Paul.

But Nebraska's assistant Commissioner Miller has some reservations about high school study of college subjects

"We have some doubt," he said, "as to the value of this practice and think it has more public relations value than actual value to the student or the college. Many college officials are somewhat uncertain about the procedure and wonder if the high school shouldn't concentrate on doing a more solid job of those courses which distinctly are high school level."

Although guidance counseling and testing have benefited enormously from National Defense Education Act funds, the survey uncovered little if any sentiment for standardized nationwide testing—and even considerable difference of opinion over the merits of a statewide testing program. No better example of the latter can be found than in the two states bordering the Hudson River—New York, with its ninety-five-year successful history of state Regents examinations and New Jersey, whose Commissioner F. M. Raubinger declared, without elaboration, "We are opposed to national and statewide testing programs carried out under centralized control."

PROVIDING more classroom time has become a virtual necessity, in view of the ever-growing demands being made on the school. At least ten states reported that they have either arbitrarily raised the minimum length of the school year by a few days or are providing incentives for local districts to do so.

A longer school day, while creating distinct problems in predominantly rural areas (Idaho, for example, mentioned this specifically in reporting a five-day extension of its minimum school year) is being tried in some areas—Los Angeles, for one. One largely rural state, Nebraska, reported "some tendency" toward a longer school day obtained by combining an earlier morning start with a shortened noon hour.

No state reported substantial interest in the controversial twelve-month, four-quarter school year, but voluntary Saturday morning classes and greatly expanded voluntary summer school programs for all types of students are other ways schools are finding to keep their doors open longer.

While special provisions for gifted students are many and infinitely varied at the local level, only a few states specifically reported action from the state capital in this area. Ohio's legislature, for example, provided $250,000 over two years to spur development of special programs for the gifted, a number of which already are under way. Oregon's lawmakers set aside $250,000

(Continued on page 63)

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THE IGNORANT SILENCE

Is the current emphasis on mathematics and science causing the fine arts to be neglected in our schools? Those who are convinced that it is will welcome these views of G. Scott Wright, Jr., who is a junior high school art teacher in Weston, Connecticut, and editor of The Palette, the magazine of the Connecticut Arts Association. Mr. Wright received his undergraduate education at the University of Chicago and has also attended the Yale School of Fine Arts and the Yale Graduate School.

By G. SCOTT WRIGHT, JR.

IN THE confusion caused by immense international problems, American education has been criticized by both liberals and conservatives. Terms like "basic," "fundamental," "life-adjustment," and "frill" have been thrown about like basketballs. Neither side has been able to win the field, for both have so many good points that no one, in good conscience, can entirely exclude the opposing point of view. This has led to so many concessions and mutual agreements that the initial force of philosophical conviction has been dissipated. The air is full of words, but they have produced more uncertainty than direction.

With the educational atmosphere charged by this mass criticism with the energy for change, it is remarkable to note that there is one area which has been disregarded *in toto*. Were this area new, or were it so well covered by present curricula that it needed no thought, this neglect might be excusable. But it is neither new nor adequately handled. It has, in fact, been carefully avoided for years by every major educational critic or group in America.

This neglected area is the 30,000 years of man's art. It includes works that have transcended all material values. It includes men who have risen to the stature of giants. It includes the development of mental abilities without which man cannot survive. It includes all these, but it is ignored in discussion in favor of "basic" or "fundamental" work such as the study of contemporary Spanish or logarithms.

As an art teacher in the public schools, I have found that there is a strange force which causes this seeming lack of concern with art. This force is an unstated guilt feeling. America has, by tradition, been artistically ignorant. Until very recently, American artists were considered unimportant, almost by definition. When international recognition finally elevated our artists to positions once occupied only by Europeans, their work had reached a stage where it had lost most of its American audience. Jackson Pollack, Stuart Davis, and Mark Rothko may command the respect of the art world, but their work confuses and often revolts the average American taxpayer and educator.

But these same taxpayers and educators *are* aware of the weight of history and realize that art has been a major factor in the development of man. Admittedly, they are rarely sure *what* role art has played, but they would hardly want to display their ignorance publicly. The result is a form of intellectual guilt. They cannot buck the tradition of art in Western culture, but neither can they offer intelligent criticism of its position in the present school system. Thus, they simply ignore it.

WHAT *is* the typical place of art in the school program? Most elementary schools have some kind of art education. This may vary from having an art teacher with a special art room in every school, to having no art teacher but interested classroom teachers who incorporate art into their regular work. (I would hate to suggest that there are classrooms that have no art whatsoever.) There are endless arguments among professionals about what the ideal arrangement should be, but most educators agree that the content should be free and expressive rather than restricted and intellectual.

The junior high school level often includes a required art course for seventh and eighth grades. This course is either one or two hours a week (often less than the physical education requirement). The philosophy behind the inclusion of art at this level is that each child should be exposed to many different areas of study so that he may find wherein his talents and interests lie and thus may choose the direction of his future education. This is the same philosophy that is behind the inclusion of shop, home economics, and drafting courses.

The high school program, with few exceptions, includes art only as an elective course. The nature of the course is dictated by the position it plays in the school's curriculum. It is established as a course for those who are deeply interested in art from the point of creating it. In other words, it is usually a how-to-do-it course for pupils with "talent." (Because there is rarely any homework assigned in art, it is also attractive to pupils who want as many easy courses as possible.)

Colleges seldom require art either for entrance or for a degree. Art history survey courses are often popular, but not obligatory.

This, then, adds up to the fact that the vast majority of our children graduate from high school and college with no more understanding of art than they developed at the age of twelve or thirteen. Although the exact figures are not available, a considered estimate would lead to the conclusion that two-thirds of our college graduates have had no education in art since eighth grade. Thus, the average American, with or without a college education, knows no more about Michelangelo, Rembrandt, Rubens, Hals and the hundreds of other great men in this field, than he did when he was reading comic books and chewing bubble gum. It is easy to see why, as taxpayer or critic of education, he does not want to make public statements about this area of education. The typical professional educator is no better off than the layman. In fact, one can find more laymen than educators who appreciate the position of art in the development of man. All in all, art in American education is a source of embarrassment to nearly everyone.

There is a tendency to attribute existing conditions to "human nature" or "the will of the people." This has been the rationalization behind slavery, war, and virtually every major crime of mankind. I do not intend to equate these injustices with the neglect of art in modern education, but there is a similarity in the excuses given for not rectifying the situation. It has been said that if there were a real need for more art education, there would be more public concern. The question is, however, how is a group that is unwilling to admit its own ignorance to be expected to fight for an improvement of the condition? How can these people be expected to understand the real meaning of man's artistic development? Unfortunately, the sins of our fathers are being visited upon our children. It

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is a cycle that must be broken if there is to be any future for the esthetic side of American culture.

It is interesting to note that the inclusion of art as a requirement for all students in high school and college would cause less reorganization in present plants, staff, and curriculum than almost any other major change. There would be no large outlay of capital such as is necessary for the expansion of science, industrial arts, home economics, or physical education. The entire program would cost less than it now costs to outfit the baseball team. It might even be possible that future generations would consider Michelangelo more important in the scheme of things than Mickey Mantle. I would be reluctant to put it to a vote with today's products of our "liberal" education.

A brief review of the facts reveals: We have art in the American school systems, but it peters out, except for the talented or lazy, after the eighth grade. We have a citizenry that, although concerned about the quality of education in this country, is itself a product of it and therefore ignorant of the true role of art in the history of mankind. We have professional educators who are in the same position of ignorance, but less willing to admit it. We have over 15,000,000 adolescents and young men and women who are being deprived of any deep understanding of man's oldest form of communication and expression.

A country that would not tolerate a neglect of the rules of baseball in its schools, without qualms excludes the work of Leonardo da Vinci. A country that is eager to enlarge its programs in modern French cannot even discuss the issue of whether or not its children should know the works of Chardin, Van Gogh, or Braque. The result is a country which rewards an Eddie Fisher beyond all reason, and ignores for decades a Frank Lloyd Wright.

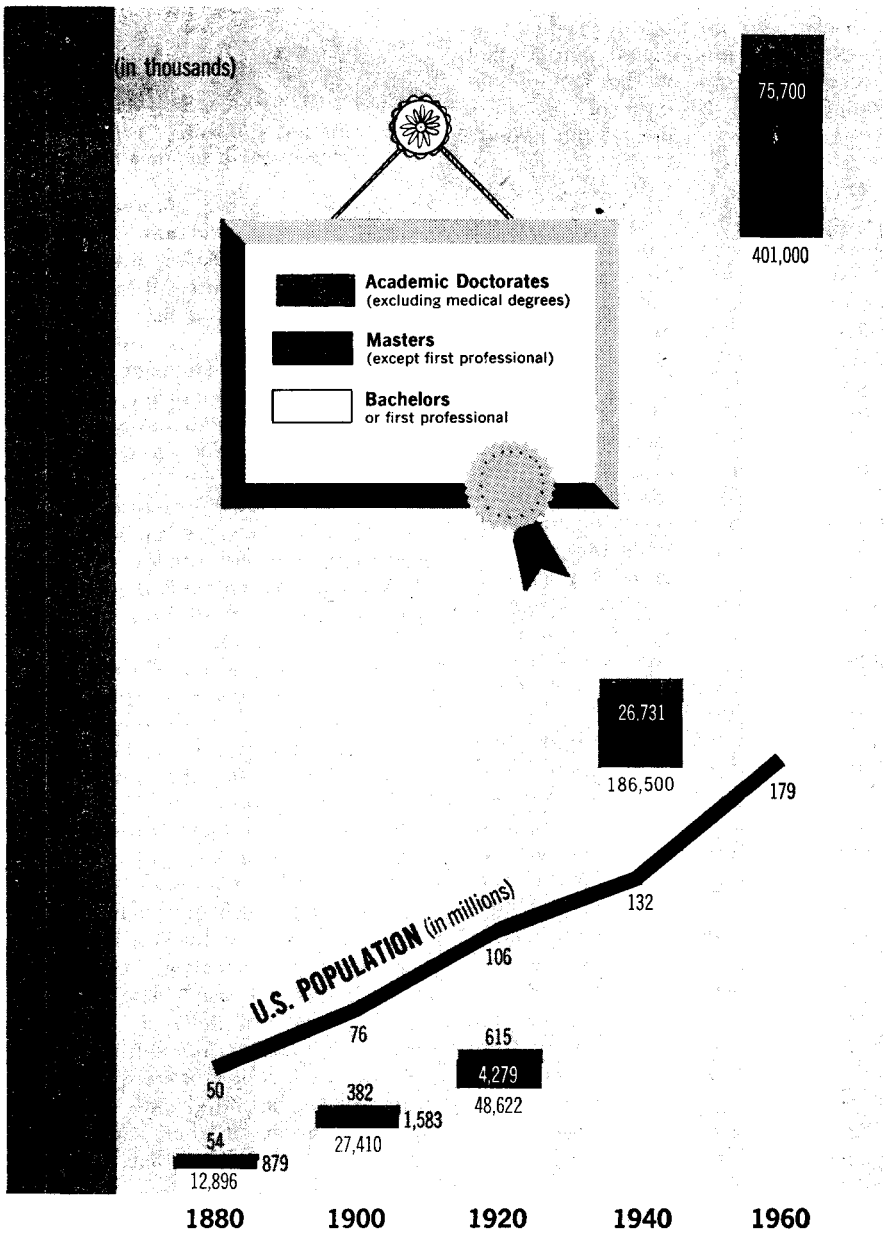
School administrators and boards of education would probably have dispensed with art long ago except for the guilty sense that it has had deep meaning for man for millennia, although few of them know why. Parents' groups, who have seen their little children, so responsive to art, grow into socially fearful, nonartistic adolescents, want neither to discontinue the joy of the young nor to face the problem of the adolescent and adult. They shrug and explain that art after the age of twelve is for the talented.

The last hope is the disinterested critic of the educational system as a whole. This may be an interested citizen, a citizens' group or a dedicated expert. But the critics are strangely silent. It is almost impossible to explain the position of a man of the caliber of James B. Conant who writes an influential critique of American high schools in which he recommends *no* improvements whatsoever in the field of broad art education. He does not stand alone, however. No critic, to my knowledge, has yet proposed a serious program to end this ignorance.

I would like to be able to end these remarks on a note of optimism. Unfortunately, this would be intellectually irresponsible. Such men as Dr. Arthur Compton, Dr. Julius Stratton, and Dr. Morris Fishbein have said that man *must* have an understanding of art and the creative process to be truly educated, but I have seen no efforts on a wide scale to search out material of this nature for publication. This situation should be a matter of national concern; at present, it is a matter of national apathy.

The next time you have a chance, ask an American teenager to identify Peter Paul Rubens, or Albrecht Dürer, or Rembrandt van Rijn. And remember, when he looks at you blankly, this is the mind of the future—this is the hope of civilization.

Earned Degrees in U. S. 1880—1960



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The Man Behind The New Grammar

By ETHEL STRAINCHAMPS

IN HIS 1959 best-selling analysis of the forces that are undermining our culture, Jacques Barzun put Charles Carpenter Fries among them, identifying him as "the theorist who engineered the demise of grammar in the American schools." A few years before that Professor Fries turned out to be the villain in an academic whodunit entitled "Who Killed Grammar?" Most recently his name has been bracketed with Dr. Alfred C. Kinsey's by an English teacher who charged in a professional journal that Fries's disclosures of the facts about grammar, like Kinsey's of the facts about sex, have weakened the nation's moral fiber.

On the other hand, W. Nelson Francis, a distinguished linguist, once put Dr. Fries in the illustrious company of "Socrates, Galileo, Darwin, Freud, and the other members of the honorable fraternity of the misunderstood." And the late H. L. Mencken described him unequivocally as "the foremost living American grammarian."

Now Professor Emeritus of English and Education at the University of Michigan at Ann Arbor, Dr. Fries is still relentlessly carrying on the crusade that has long made him the center of this critical storm. A pioneer in the movement to apply the findings of linguistic science to the teaching of English grammar, Professor Fries, at a robust and vigorous seventy-three, is still spreading the word, here and abroad, by lecturing, conducting seminars, and writing monographs, books, and articles for professional journals.

Well-tailored, balding and firm of step, looking more like a no-nonsense, if rather benign, banker than a theorist of any kind, Professor Fries still has the mild and courteous manner of a man who would clearly prefer to be liked. It must, therefore, have taken more courage than his critics suppose for him to have invited the hostility that the iconoclast is bound to bring upon himself.

And iconoclastic he has appeared to be. Even in this Age of Science, there are areas of our culture about which the disclosure of the cold facts is unwelcome, and our language is one of

Charles Carpenter Fries—"controversial grammarian."

those areas. Most Americans can readily accept the claims of linguists that they can discover the intricate grammatical structure of any given exotic language—say a branch of Eskimo or Bantu—by a dispassionate observation of the language in actual use. But many Americans, including many American grammarians, prefer to believe that the language they themselves use is only the misshapen remnant of an ideal structure that, before its fall from grace, embodied perfect logic and consistency. The goal of grammarians with this point of view is not, of course, to discover and teach the warped structure on which the grammar, if any, of our current speech is built, but to get that speech back on the track—and in the meantime to try to save the pieces by halting any further damage to the language by its heedless, willful users.

Professor Fries has distressed many and converted a few such idealists by persistently maintaining that the structure of English grammar, too, can be discovered only by a dispassionate observation and analysis of the language in actual use. "It's me" and "who's it for," he tells his sometimes dubious audiences, are neither correct nor incorrect, but merely facts of grammar to be fitted into a pattern by grammarians if there are enough similar facts to show that a pattern exists.

In his view, logic and consistency are not inherent in grammar, and whatever of either he finds in it is to him a constant source of wonder and a tribute to the innate mass intelligence of human beings. It is from these marvelously recurring consistencies, imposed willy-nilly by the very purpose of language as a common tool for communication, that Dr. Fries believes the "rules" of grammar must be deduced. "So-called rules that are not generally observed are not rules at all," Dr. Fries says, "but the figments of some authoritarian's imagination."

Dr. Fries's fellow linguists share these views, but where they differ from him is that they are not at all concerned about what grammar teachers do about teaching such things as the declension of pronouns. To use a comparison that is a favorite with Dr. Albert Marckwardt, one of Fries's many famous colleagues at Michigan, "The methods and philosophy of grammar teachers are of as little moment to linguists as the horoscope-casting methods of astrologers are to astronomers." Neither, the scientists believe, will affect the course of the stars or of the language.

WHAT has set Dr. Fries apart from the pure scientists, given him his sense of purpose, and made him the scourge of the traditional grammarians is his background as an educator. He does have a passionate interest in what teachers teach. And to him it is not merely useless but actually harmful to spend time trying to teach children that they should say "It is I," "For whom is it?" and "Everybody put his hand up" when the children's common sense tells them that using such locutions would mark them as oddballs.

"Teaching such unrealistic 'rules,'" Dr. Fries says, "will only convince some students that teachers are impractical eccentrics whose notions are best disregarded outside the classroom. And it will spoil the natural language sense of the rest, turning them away from their only legitimate source of linguistic knowledge." (Dr. Fries talks—and writes—like that, in a rather stately and impeccably traditional style, a habit that some of his critics, including Jacques Barzun, have noted with glee.)

As a matter of fact, the inexorable drift of the language away from a reli-

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ance on pronoun inflection as a "chief grammatical device"—to use the words of Fries—is one of those gratifying consistencies that make linguistics a science and give the future of our erratic tongue a modicum of predictability. The fact that either "Him and me hit them other guys" or "Them other guys hit he and I" would be instantly understood by even a five-year-old speaker of modern English, in spite of the reversed pronoun cases, is evidence to Dr. Fries that a thousand-year trend in our language is continuing. That trend has been toward ignoring word endings and using word order to convey meaning—once "Him loveth God" meant "God loves him"—and it is in demonstrating the continued vitality of that trend, most linguists agree, that Dr. Fries's two *chefs d'oeuvre*, "American English Grammar" and "The Structure of English," have made their greatest contribution to linguistic science.

Professor Fries started his career as a teacher of Greek at Bucknell University, his alma mater, but switched to English after coming under the influence of some noted linguists at the University of Chicago, where he did graduate work in 1910. In 1920, with an M.A. from Bucknell and three years' experience as a full professor, he married Agnes Carswell, a high school English teacher, and went to Ann Arbor.

At Michigan, he continued his graduate studies, taught literature, and conducted classes in the teaching of English in the School of Education. This dual teaching role developed into a joint appointment, and until his official retirement in 1957 he was on the staffs of both the School of Education and the Department of English.

FOR his doctor's dissertation Professor Fries made an exhaustive study of the use of *hall* and *will*, the first of his painstaking statistical counts of words to determine usage, and the first of several such heretical works to jar the grammatical world. For his evidence showed that the 300-year-old "rule" supposedly governing the use of *shall* and *will* had no excuse for existing. On the contrary, his gleanings from an examination of 20,000 instances of usage and scores of ancient grammar books established the disillusioning fact that the rule had been made up out of whole cloth by seventeenth-century grammarians whose instincts toward orderliness were offended by the hit-and-miss way in which *shall* and *will* were ordinarily used.

The dissertation was necessarily based on a study of the language in literature, but for his two most famous subsequent studies, Dr. Fries found ingenious methods of getting at the actual language of the people, unfiltered through auctorial brains and pens.

His two famous books had their forerunners. Otto Jespersen, a Danish scholar, published the first complete descriptive analysis of English grammar in 1905. In the next twenty-five years Edward Sapir and Leonard Bloomfield, pioneer American descriptivists whom Fries knew personally and was influenced by, published books on the structure of language that are classics today. But there are several features about the Fries books that have caused them to have more effect on the teaching of English and the writing of English-grammar textbooks than any book before them has had.

MOST important is the overwhelming amount of recognizably simon-pure evidence they contain. "American English Grammar," the first one published, was based on a minute dissection of 3,000 letters written by families of servicemen to a branch of the War Department during the First World War. Professor Fries ran across this gold mine while he was on assignment as an efficiency expert to the department. What made it invaluable to a plan he had to make a study of "social levels" of usage was the fact that sworn statements containing the pertinent biographical data about the authors of the letters were on file.

It took him several years of off-and-on negotiations to get permission to use the letters, even with all names of places and persons deleted, and another ten years to complete the study and write the book, which was finally published in 1940.

With the book Dr. Fries succeeded not only in establishing that there are social "levels of usage"—a fact that cannot now be ignored by any usage-handbook author—but in discovering several new "rules" while discrediting old ones. For example, there was the old rule requiring agreement in number between a verb and its subject. What should one conclude then about sentences like: "The organization and work of this office has increased tenfold," and "The necessary forms and other equipment was furnished by [name deleted]"? Not to mention Dr. Bergen Evans's favorite example, "The tumult and the shouting dies."

What Dr. Fries concluded after running across numerous such constructions in obviously "Group I" (or U) letters was that the rule had to be restated. His new rule says, in effect: "When the subject is two or more words, connected by *and*, that refer to the same thing, broadly understood, or to several things in the same category, the verb is singular."

"The Structure of English," which also took ten years to write and was published in 1952, was based on fifty hours of telephone conversation, recorded on a "Miniphone," mostly by way of the two telephones in the Fries home—a pleasant traditional house, in a quite conventional "Group I" Ann Arbor suburban area. The recording predated the law requiring beep tones on recording devices to warn the speaker, so all the Fries material was recorded without the knowledge of the speakers.

"Structure" was, if anything, even

(*Continued on page* 64)

"Well, I did it . . . but don't ask me how."

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Room at the Bottom

Many of our new teachers today are married women who chose to start a family first and then prepare for a profession. Mrs. Shapiro, the wife of an artist, returned to college after her two children were born and received her degree from Adelphi College in January of this year. She hopes to be teaching English in a Nassau County, Long Island, high school by the time this article appears. She says, "College, I am now convinced, is lots more fun, and a lot more rewarding for those of us who are a good ten years or so older than our classmates."

By CECILE SHAPIRO

MY STUDENT TEACHING days ended only a few weeks ago. Now, as I try to sort out impressions, I am dismayed to realize that teaching is the only profession in which one starts at the top. Like the public school teacher, the doctor, lawyer, and Indian chief undergo lengthy training before being allowed to practice, but in contrast to the teacher, they have at least a few years of supervised work before they may venture out as soloists. Even the college teacher, referred to in these pages not long ago as the "untaught teacher," begins cautiously with only a few of the most basic freshman and sophomore courses. But on his very first job the newly hatched secondary school teacher starts at the top with exactly the same kind of job as those a generation or two his senior. He is presented with a typical schedule of five classes plus a home room, and staggers off to work. He can sink or swim, and rarely will anyone other than his students—all 150 of them—know what he is doing. If he continues teaching for forty years he will never have more responsibility, nor more difficult work, than he had on the first day. In fact, he may very well have less, for it is the experienced teacher who has the preferred schedules and classes, the reduced clerical load.

Any school system will acknowledge that the teacher on the eve of retirement is an asset, but rarely will that teacher have any more real recognition that the neophyte. In contrast to the doctor or lawyer—who grows toward the more important, the more difficult case, with the checks and balances of his peers' opinions, criticisms, and discussions—the teacher starts too high and ends too low, and no one, in any true sense, ever really knows what he is doing. There is no ladder to climb in public school teaching because there is no bottom rung; all bars are parallel. (I omit any discussion of salary increments because these have little or nothing to do with increased responsibility. Regular increments are closer to longevity pay than to promotions. Any consideration of the possibilities of "rising" into administration is dismissed, for the moment, as beng outside the problem of teaching and teacher training.)

—*CBS Television News.*

"The newly hatched secondary teacher starts at the top."

There are those who argue that student teaching fills the training gap, that it offers the needed experience. To this there are two objections. The first is the tremendous variation in the kind and quality of the student teaching experience, and the other is its brevity and compression. Talk to any group of teachers, or preferably student teachers, and you will find that the duties range from those of the student teacher who is permitted to teach only a single class every week or two to the student who carries virtually a professional load, teaching three or four classes daily for eighteen or twenty weeks. Either experience is faulty, yet both are far more common than the current ideal of one class carried through daily for some weeks. Some student teachers have constant supervision and criticism from their cooperating teachers; others have none, but are left completely on their own in a mistaken application of "learning by doing." The student teacher attends a weekly seminar for guidance; the cooperating teacher does not, and may or may not have a clear idea of his function. The insecure teacher is afraid to turn over a class to the student; the lazy teacher is delighted to give up all of his. In any event, there is hardly any standard or uniformity for the experience.

BUT even if there were a standard, student teaching as it is presently conceived is a kind of tag-end experience, tacked on to the required education course sequence. The prospective teacher, while a freshman, sophomore, and junior, has no opportunity to observe in the schools, to become a part, no matter how minor, of the living, functioning school. Indeed, he sits for restless years in thinly spread education courses talking about the validity or lack of it in I.Q. testing rather than having access to actual guidance files, hearing lectures about individual differences instead of working with actual children, studying about Dewey's, Greene's, and Whitehead's theories of education rather than combining his new knowledge with observation of situations where these theories have been put into practice. Outside the col-

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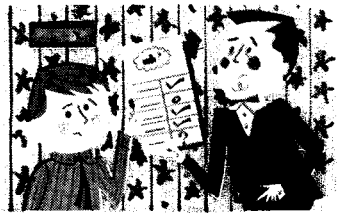
lege, the laboratories—our public schools —stand unused.

The appeal of team teaching, as proposed by J. Lloyd Trump in his pamphlet and film, "And No Bells Ring," and Arthur Morse in his excellent General Electric television production, "New Ways in Education," lies in what appear to be its possibilities in solving these concomitant problems in education. For in these programs, especially as suggested by the former, the college student is used as a helpful intern from the very beginning of his studies, and the newly graduated teacher begins as the working and learning member of a team. He works in conference, cooperation, and conjunction with those who know their jobs thoroughly, and the experienced, successful career teacher not only has the opportunity to assist the tyro; he also has a realistic ladder to climb within the framework of public school teaching. In such a system, there is room both at the bottom and the top.

No longer, under team teaching, will the new teacher have to say goodbye to carefully prepared lesson plans, to extensive use of audio-visual aids, to many of the exciting new methods he has learned. No longer will he be so busy just trying to reach dry land that there will be no time to do more than keep swimming. As things stand in most schools today, these same hastily prepared plans, unfortunately, form the basis for much of his future work. For although the teacher will have more time as he settles into a groove, that groove may very well become a rut. No longer will the new teacher have to forego the useful opportunity of watching his fellow workers in action. Under the team teaching concept, the novice has at least an honest chance to evolve into not merely another experienced teacher, but an excellent teacher with meaningful experience.

This is not to say that team teaching offers a panacea to all the problems of education. There are surely almost as many questions posed by it as answered, but is it not, in this aspect at least, closer to the world around us, the business and professional world? Does the doctor have as large a practice during his first year as he does later? Does the young writer begin as editor? Does the shortstop start in the big leagues, or does the beginning lawyer plead before the Supreme Court? Why, then, must we maintain a system of teaching in our public schools that does not differentiate between a rank beginner and those most experienced and capable? If teaching is to be considered a profession, a profession where one reaches the top through proven worth, then training for the job must be made more adequate, and there must be both provision and reward for growth.

Report Card



WEATHER FORECAST: UNCERTAIN. An official account of a recent meeting of the Board of Selectmen of Brookline, Massachusetts, published in the local paper, included this item: "On motion, it was unanimously voted that the Town Engineer be authorized to transfer to the School Committee for the use of the science classes at the High School the obsolete weather recording instruments now located in the Engineering Department which are of no further use." (*Contributed by Edmund S. Homer, Brookline, Mass.*)

YOU DON'T HAVE TO SPEAK THE LANGUAGE, CHAPTER II. Under a $54,000 grant from the U.S. Office of Education, Hamilton College in Clinton, New York, will offer this summer a remedial program for teachers of high school French. The press release announcing the program said it "is unique in that it is designed especially for teachers who lack adequate training in that language."

SCHOOL SPIRIT. The athletic director of Mississippi State University promised an investigation after sports writers complained that State students, during a recent basketball game with the University of Kentucky, waved an obscene sign, placed a dead skunk under the Kentucky bench, threw paper cups at the referee, shouted curses, and jeered Kentucky players while they were shooting free throws.

SEAT OF LEARNING. Harvard University, which has sent several of its top faculty members to Washington to help John Fitzgerald Kennedy of the Class of 1940 with his new job, has not overlooked another aspect of the problem. Ten Harvard freshmen recently announced that they were shipping a traditional Harvard chair to 1600 Pennsylvania Avenue "in the firm belief that the only proper seat of government is a Harvard chair." They asked that the chair remain in the White House "so it may be occupied by Harvard men for generations to come."

NEW HAVEN STRIKES BACK. The Yale Club of Washington recently held a dinner honoring twenty-eight sons of Eli entering government service. One of them was McGeorge Bundy, Class of 1940, President Kennedy's special assistant for national security matters, who at the time of his appointment was dean of the faculty of arts and sciences at Harvard. Members of the club were boasting that Yale had the Number Two man in five different departments of the government until one astute alumnus, remembering that Yale was founded by a Harvard man, suggested that other aspects of the institution's contribution to government ought to be emphasized or "people will get the idea we're a second-class university." The principal rallying cry at the dinner was: "They may have won the White House, but we won the football game."

PARKING PROBLEMS, CHAPTER III. In Connecticut, where drivers can be licensed at the age of sixteen, school authorities are still wrestling with the practical problems that the law has created. Several months ago, we reported in this space (*SR*, Oct. 15) on the traffic jam that resulted when 400 students at Norwalk High School drove their cars to school on opening day. Two months ago (*SR*, Jan. 21) we reported that the East Windsor school board had solved its problem by ruling that only seniors on the honor roll could use the high school parking lot. Now comes a new twist. The principal of the Greenwich High School drew a laugh at a recent student assembly by announcing that the parking situation was so bad that he was no longer driving his car to school.

IT SIMPLY ISN'T CRICKET. Oxford University recently cracked down on a student magazine's plan to review faculty lectures in the same critical fashion as films and books are usually reviewed. In *Isis*, the student magazine, the words "censored by the proctors" appeared on an otherwise blank page which the students had reserved for reviews of three of the week's lectures. During the previous week, *Isis* had reviewed five lectures. Two were panned, one was criticized mildly, and the other two received what might be called favorable notices. One of those that didn't fare too well was described as "dull and void," the other as "academic in the worst sense of the word." In explaining their action, the proctors noted that one of the Oxford Dons rapped by the critics had suffered "grave personal distress."

—John Scanlon.

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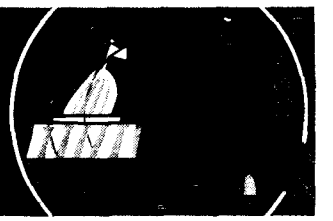
While School Keeps



AMERICANIZING IMMIGRANTS and their children through education has always meant teaching them the English language and American ways; it has usually meant, too, alienating them from their native language and culture. The ideal of the American "melting pot" visualized a developing culture enriched by the contributions of many nations. In actuality the process of assimilation too often placed a premium on conformity to already established patterns; foreign tongues and alien ways became the badge of hyphenated Americanism, of poor citizenship. Yet foreign languages and cultures have survived in the U.S. with persistent vitality.

Nearly 800 foreign-language newspapers and periodicals are published in the U.S. today, and they enjoy a readership of more than 6,000,000. An even larger number of radio stations—and several television stations—broadcast regularly in several dozen non-English languages. And today America is turning to her once despised ethnic groups as a valuable national resource, for the nation is suddenly finding herself in desperate need of foreign-language skills.

A two-year study of the nation's ethnic groups to determine how they can broaden America's knowledge of non-English languages has recently been initiated by Dr. Joshua Fishman, dean of Yeshiva University's Graduate School of Education. Information will be sought on how ethnic groups pass along knowledge of their native languages to the rising generation, and the problems raised by bilingualism and biculturalism in the contemporary U.S. But a key section of the study will attempt to chart new ways in which the vast resources of American ethnic communities across the country can supplement foreign language study in our school and college classrooms. Perhaps even at this late date the American dream of a dynamic society constantly revitalized by the knowledge and wisdom of many peoples may yet come true.

FUTURE SCIENTISTS should not study science in high school, but nonscientists should, according to Hans A. Bethe, noted Cornell University physicist. What the incipient scientist needs from high school is solid training in mathematics, not science. Higher mathematics should be as familiar to him as the multiplication table—and he should leave high school with a year of calculus. College must train future scientists, says Dr. Bethe, because it is beyond the capacity of most high school teachers today to give them the thorough and exact foundations they need in science. Students going into other fields, however, should study science in the high school as a cultural subject. It is possible in the high school, Bethe says, to show that science is exciting, demonstrate what its methods are, and illuminate some of the world picture it has created. This will give the nonscientist the knowledge he needs.

ST. JOHN'S COLLEGE has discovered a unique way to spread the vaunted virtues of the small college among more students without growing in size. Widely known for its intensive liberal arts program, based on small-seminar study of the great books, the Annapolis, Maryland, institution is determined to maintain a limit of 300 students. Its answer to the problem of serving a growing public is to reproduce itself in separate, similar colleges across the country. Instructors will be trained at the mother institution to transfer in all its original purity the unusual program of study to the new setting. Plans now call for the first new college to be established by the fall of 1964 in Santa Fe, New Mexico. As many as a half-dozen may be spawned in other locations within the next two or three decades.

EXPERIMENTING IN EDUCATION is a popular subject of conversation among professional educators, but relatively few of them actually do anything about it. Pressures on contemporary schools are forcing some changes, and leaders who are eager to explore new solutions to old problems probably have more support today than ever before. But most administrators and teachers are still reluctant to break with the past, to welcome change in the classroom. Some have honest reservations about whether change means improvement. Others feel that methods to which they have long been committed have never received the support needed to be fully effective and are therefore being discarded without a fair trial. Still others block change because it threatens the security of their present positions. But change in education is coming, and at a constantly increasing pace.

One of those who combine a conservative concern for the values of the past with an eager acceptance of what the future will bring is Dr. James E. Allen, Jr., New York State Commissioner of Education. Some months ago he sparked a nationwide survey of new departures in education. The report of that survey was published last spring under the title "Schools of Tomorrow—Today," by Arthur D. Morse (Doubleday, $1.50).

Now, in a follow-up move, Dr. Allen has notified all school superintendents and supervising principals in the state about his appointment of a Temporary Consultant on Educational Experimentation. The new consultant will determine the extent to which new practices designed "to effect better use of time, professional talent, physical facilities, and other resources in the improvement of learning," are being used in the state's schools. He will then make recommendations for statewide action to evaluate new practices, to initiate and expand experimentation in the schools, and to accelerate widespread use of those that have proved successful.

OPTIMUM LEARNING requires a certain amount of anxiety in students, according to Dr. Martin R. Baron, professor of psychology at Kent State University, Ohio. Nervous tension is as necessary, apparently, as intensity of intellectual application, but too much is as bad as too little. Professor Baron is now experimenting with means for controlling the anxiety level in students—to tranquilize the extra-tense and teach the too-relaxed that there are some things worth worrying about.

AN AUTOMATED CLASSROOM is getting a thorough testing at the University of Wisconsin, under a program started last month. In a classroom that appears no different from most college lecture halls a complete audiovisual laboratory has been installed. Out of sight of students are two slide projectors, a movie projector, a tape recorder, teleprompter units, an opaque projector, a four-speaker sound system, controlled lighting, a television projector, and an elaborate system of electronics to control the machines automatically.

The various machines may be used singly or in an endless variety of combinations during a single lecture. For instance, the teacher's lectures can be put on the roll of the teleprompter machine and then "cued" to turn on automatically, at the appropriate time, any or all of the projectors and the tape recorder. (A similar experiment has been carried on with considerable success at

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the U.S. Army's Redstone Arsenal at Huntsville, Alabama, for the past five years.)

Far from eliminating the teacher, it is expected that professors with this battery of aids at their command will spend more time preparing courses of study. The object, though, is more efficient learning of the kinds of material that can be adapted to combined audio and visual presentation. For example, it is suggested that a professor of history lecturing on Napoleon's invasion of Russia might throw a famous painting of the battle of Borodino on the large screen, project a diagram of the battle formations and a map of battle plans on the two small screens, and play Tchaikovsky's 1812 Overture for background music.

"STUDIES IN MASS MEDIA," a new guide for students and teachers, has started monthly publication under the aegis of the National Council of Teachers of English. Edited by Joseph Mersand, past president of the NCTE, the studies are designed to stimulate a better understanding of the educational significance of new means of communication and to develop standards for judging their effectiveness. Guides are planned for recordings, current plays, mass circulation magazines, and newspapers. Special departments on current films, television programs, recordings, and articles of special interest will be included. Inquiries should be addressed to Studies in the Mass Media, 508 South Sixth Street, Champaign, Illinois.

THE SCHOOL AND THE THEATRE are demonstrating a growing affinity for each other. It is hard to determine the significance of this reciprocal attraction, but here is some of the evidence: Four professional actors recently deserted Broadway to enroll at Teachers College, Columbia University. Although they had enjoyed considerable success as actors, they all decided that teaching the drama would be more rewarding.

Moving in the opposite direction, an assistant professor of English at Jersey City State College, John Bettenbender, last month directed an off-Broadway production of a newly discovered Molnar comedy, "There Is A Play Tonight." When, a week before the opening, it was discovered that two shares in the play remained unsold, Mr. Bettenbender's colleagues on the faculty at Jersey City State rallied round to become angels of the show, investing varying amounts from one-half to one-twenty-fourth of a share each. As a result, the play opened on schedule.

Meanwhile, an increasing number of undergraduate acting groups compete each year for the honor of performing before American troops under the banner of the USO. First organized eight years ago to supplement entertainment supplied by professional troupes, the campus-to-camp theatrical groups have toured from the sub-Arctic to the tropics. So many schools apply annually—from fifty to seventy-five—that the limited opportunities have to be passed around and no school may be selected two years in a row.

EDUCATIONAL RESEARCHERS are getting their lumps from many sides these days. One of the recurring charges is that they pay too much attention to the mechanics of research and teaching and ignore the much more important process of learning. John B. Carroll, director of the Laboratory for Research in Instruction and Professor of Education at the Harvard Graduate School of Education, in that institution's current *Bulletin*, claims that too much research is concerned with method and statistical results rather than with vital ideas. A great deal of work is going on, he said, and some of it is good, but much is trivial and some is bad. He called for more attention to the crucial areas of ignorance that remain unexplored, and for better communication of research results to both the public and the profession.

AMERICAN COLLEGE STUDENTS in the postwar world are often characterized as passive, conservative, interested only in security. They are usually depicted as worrying equally about the starting salary and the retirement benefits offered by the large corporation for which they expect to work. In contrast, commentators call attention to the politically potent students who influence government policy with their rioting in Korea, Tokyo, Ankara, and Caracas. But the picture seems to be changing.

Active U.S. student participation in crucial events of the past year tends to belie the charge of noninvolvement or to herald a basic change in youthful attitudes. Sit-in strikes in the South and sympathy picketing in the North, the positive campus reaction to President Kennedy's Peace Corps program, and West Coast agitation against the House Un-American Affairs Committee are some of the better publicized examples.

Now the *Amherst Student*, undergraduate college newspaper, has published a special thirty-two-page supplement reporting on recent student political activity in the U.S. An enlightening document, it is dedicated to students in Japan, and present plans call for distribution of several hundred copies there in the hope that they will lead to better mutual understanding. The lead article is written by Kunio Naito, head of a Japanese student government organization and a group leader during the demonstrations against the security pact with the U.S. He explains for Americans the widely misunderstood sources of student attitudes that led to the anti-American riots. Other articles report on student political activity in the U.S. and around the world.

Former Amherst president Charles W. Cole analyzes the traditional American student's noninvolvement in national affairs. He identifies five reasons: In contrast to the urban universities of most countries, many located in the capital city, higher education in America is typically rural and consequently removed from the wellsprings of national events; students in other countries have few organized "activities" while in the U.S. they are constantly occupied with extracurricular affairs; American student life is made up of a series of deadlines for assignments, tests, papers, examinations, and research projects, in contrast to the demands on foreign students who, typically, must face only final exams; social life on U.S. campuses is much more time-consuming than is common at foreign universities; and colleges and universities in this country historically have exercised much closer disciplinary control over the student body than have higher education institutions abroad.

Despite the perceptiveness of Dr. Cole's analysis, Koichiro Fujikura, a Japanese student at Amherst, has probably put his finger on the basic reason. He writes that it is difficult to make

comparisons because campus political activity doesn't exist here in the same sense that it does in Japan. From the vantage point of a private college in the North, he writes that "there are no problems pressing enough to drive students into political organizations or to snake dancing in the streets." But events of the past year indicate that even "The Silent Generation" can be touched. When problems are "pressing enough," they too are moved to action—in their own way, and within their own traditions.

—James Cass.

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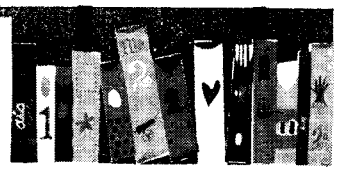
the Editor's Bookshelf



THE POWER STRUCTURE of a major American university is vastly more complicated than that of a commercial, industrial, or military organization. To an outsider it appears that authority rests with the president, who has, to be sure, all the symbols of power. He sits in a spacious paneled office with a fireplace and has secretaries and assistants on call. He lives in a mansion provided by the university and rides to work in a chauffeured limousine. He administers a multimillion-dollar budget, he appoints deans and vice-presidents, he makes speeches and meets the press.

But when an industrial leader, statesman, admiral, or general moves into a university presidency he quickly discovers how little real power is inherent in his new office. If his requests, suggestions, orders, and edicts run counter to the wishes of faculty or alumni, to the academic tradition, or to the tribal customs of undergraduates, they are likely to be ignored and there is little he can do about it. Only after he has learned the subtle complexities of university administration will he be able to get anything done.

If the new president is an academic man, respected for his scholarly attainments, he will get a better initial reception, but if he tries to replace a senior professor with a better one, the entire faculty will band against him. If he tries to alter the customs of undergraduate social fraternities—if he urges them to practice the brotherhood they preach or suggests that they ought to act like civilized human beings during "hell week"—he will be viciously attacked and it is doubtful that his own board will support him. If he attempts to reduce the football team to an amateur status he will be denounced by sports writers as un-American and hanged in effigy by his students. The faculty will sympathize but will secretly be happy to have their president so deeply involved in a nonacademic controversy that he has no time to trouble himself with academic matters.

Many professors are convinced that a university president is, at best, a necessary evil. They base their conviction on the tradition of the European university, in which presidents, according to a tradition that dates from the Middle Ages, either are nonexistent or play only a ceremonial role. Professors agree with Bacon that a university is, or ought to be, "a community of scholars" and they do not believe that the work of a scholar can be directed or guided by an administrator.

In this they may be correct, but the modern American university bears little resemblance to the gathering of monks and students that made up a Medieval university and the clear fact is that American universities have made their greatest strides when they have had strong presidents. Harvard under Eliot, Hopkins under Gilman, Chicago under Harper, Michigan under Angel, Stanford under Jordan, provided the models and set the tone for higher education in America while universities with weak presidents fell behind.

Perhaps the role of the president is changing, for it is difficult to name a university president today who ranks in influence with those of the past. It may be that decision-making in a modern university is, and must be, more widely distributed.

In "**Governance of Colleges and Universities**" (McGraw-Hill, 209 pp., $5.50) John J. Corson takes this view. He gives only thirteen pages to the role of the president and quotes a number of presidents who report that the president must now give more attention to problems of finance, physical facilities, and public and alumni relations than to the educational program or faculty selection. Corson says, ". . . it is a sad commentary upon the role of the American university president that he must achieve such educational change as he can through indirect financial levers. In practice he is seldom either the author of big, new ideas about educational programs or the stimulus that evokes such ideas from others, nor is he often permitted to participate in the give and take of faculty discussion of educational program proposals. There are college and university presidents who are in fact the educational leaders in their institutions, their number is small."

The other elements in the power structure are the faculties, the deans, the alumni, the students, and the board of trustees. The role of the trustees differs from institution to institution. In an old and prestigious institution with long traditions, a distinguished faculty, and a strong president, the trustees may play a relatively minor role except as fund-raisers. In newer institutions their role is greater. In state universities the board of trustees legally possesses a great deal of power. As an example Corson quotes from the statutes of the State of Ohio, which says, "The Board of Trustees [for Ohio State University] shall elect and fix the compensation of and remove the president and such number of professors, teachers, and other employees as may be deemed necessary. The Board shall fix and regulate the course of instruction and prescribe the extent and character of experiments to be made at the University."

In many other states the boards governing state universities have similar power. Fortunately, few have chosen to use it. If a lay board should take seriously its power to "fix and regulate the course of instruction" or "to prescribe the extent and character of experiments" it would quickly wreck the university as an institution of higher learning. But the fact that such legal right exists is an important element in the power structure of state universities—one that makes it more difficult for the faculty to play its proper role.

THE effectiveness of the faculty in the power structure is weakened still further by the professor's lack of real interest in the university as a total institution. Corson says, "A minority among the members of most faculties have thought deeply and analytically about educational programs. . . . Most faculty members are subject-matter specialists; few are educators in a comprehensive sense."

The professor's emotional identification is with his field—history, physics, mathematics, literature, psychology, or whatever it may be. He cares much less about the fate of his university, which he sees as a way station. He may serve his instructorship at Harvard, then move on to Wisconsin as an assistant professor, to Stanford as associate professor, and then to Princeton as a professor. If he started out as a historian he remains a historian in all these universities and his commitment to history is much deeper than his commitment to any university.

But professors, as a group, still hold enormous power in the university. No matter what changes may be made in curriculum or course titles, no matter what goals may be announced by the president or dean, when the individual professor enters his classroom and closes the door he teaches just about what and as he pleases. If he and his colleagues do their work well the university will become a great one; if they do it badly the university will decline.

—P.W.

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Understanding Our Schools

"The Education of Nations," by Robert Ulich *(Harvard University Press. 325 pp. $6.75), argues that schools are shaped by the political, cultural, and economic forces that press upon them. William K. Selden is executive secretary of the National Commission on Accrediting.*

By William K. Selden

TODAY criticisms of education abound. There are many claims that at no level is education currently meeting the needs of our dynamic society. Everywhere the rapid growth of populations, the increasing speed of communication and travel, the multiplying changes caused by scientific discoveries and technological improvements, the infectious spread of nationalism and ideological conflicts are forcing attention to the lag that is inevitable in the adjustment of education to contemporary demands of society. Although these factors are to be found in varying degrees in all countries, nowhere are criticisms as widespread and as contradictory as in this nation in which journals and books on education are published in abundance.

During this period of confusion about our educational goals it is gratifying to read a book that shows scholarship and broad vision of educational issues, that is replete with penetrating observations and sound conclusions, and that is, at the same time, readable and well organized. Such a contribution to the literature has recently been made by Robert Ulich, the James Bryant Conant Professor Emeritus of Harvard University, in "The Education of Nations."

Professor Ulich's unchallengable but often unrecognized thesis is that to understand schools and school systems, one must "relate them to the surrounding political, cultural, and economic forces." This he does most successfully beginning first with the Middle Ages, "for it is in this period . . . that the Western nations and certain cultural constellations formed themselves, which, in spite of all transformations, still determine to a large degree our social and educational life." Out of the Middle Ages came the universities, for example, that have provided the framework for higher education for almost a millennium, and a curriculum of *artes liberales* that, despite its many subsequent alterations has been a central feature of the universities ever since. Fashioned by the influences of Christianity and the Catholic Church, education was then universal in concept if not in numbers who had access to it.

By the sixteenth century this universal concept of education had evolved to the point where "education loses its universal aspect and becomes increasingly a national responsibility." Upon reaching this period in history, the author describes and interprets the social forces that have fashioned the school systems in England, France, Germany, the United States, the Soviet Union. His analysis is broad and comprehensive, as a few examples will show.

In contrast to England why does France have a highly centralized system of education? "To England fell early the unexpected yet eventually benevolent lot of being conquered by a foreign prince, who by his and his followers' superior culture established a monarchy strong enough to allow a high degree of decentralization without the continual threat of feudal revolts. France did not enjoy this good fortune."

What social contribution has France obtained from its educational system? "The hierarchical structure of French education has helped to give a nation so often politically disunited a sense of unity and even uniqueness shared even by social groups that participate little in the labors and blessings of advanced schooling."

Why can Russia be so proficient in technical fields? "Science lends itself to teamwork. As a consequence of its superpersonal objectivity it allows for the subordination of the individual to a prescribed goal, and it can thrive under rigid systems of government better than free speculation, poetic imagination, and artistic creation."

With regard to the United States, for which Professor Ulich succinctly traces the social forces, both foreign and indigenous, which have fashioned our educational system, he observes: "The totally unselective admission to high schools as well as extreme decentralization, which often allows the community to control the school administrator and his teachers without any admixture of scholarly standards, does not permit sufficient insistence on good performance."

Despite Mr. Ulich's appropriate in-

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sistence on the social need for the training of an educated elite, he does not succumb to the pitfall of many superficial critics of our educational system by prescribing the supposedly simple adoption of programs from other countries. He emphasizes what many educators should learn, that "only in a remote way can the means and goals of education be derived from an abstract concept of man; they must harmonize with the lives and ideas of men in particular circumstances." And these circumstances have undergone and are undergoing continual change from one nation to another and from one period in history to the next.

Those who are bitterly critical of the schools in the United States at the present time will be better educated and gain more perspective by reading "The Education of Nations." What is more, their criticisms may become both more temperate and more constructive. And those who are complacent about our schools may develop an appreciation of the fact that no nation can rest on its past or present achievements. It must continually strive for further social improvement which in turn is dependent on a school system that fully meets the needs of the time.

In a period of such dynamic change and in a society in which responsibility for the schools is so decentralized it is difficult to develop a consensus concerning the system that will best meet the needs of the time. Professor Ulich does not attempt to answer this question in detail but he does provide for both the educator and the layman an analysis of the historical forces that have fashioned various educational systems. Without an understanding of these forces the proper solutions of our educational needs will not be found. This volume is a positive contribution to an appreciation of the forces that fashion school systems. Would that many other writers on education possessed as much scholarly perspective as Robert Ulich.

New Books

THE EDUCATION OF TEACHERS: CERTIFICATION. Official Report of the San Diego Conference. *National Education Association.* 367 *pp.* $3.50. Report of the third and last of a series of conferences on the preparation of teachers, sponsored by the National Commission on Teacher Education and Professional Standards, which brought together representatives of the liberal arts and teacher preparing institutions.

SCANDINAVIAN STUDENTS ON AN AMERICAN CAMPUS. *By William H. Sewell and Oluf M. Davidson. University of Minnesota.* 134 *pp.* $3.50. A study of the academic and social adjustment of forty students from Norway, Denmark, and Sweden—and their changing attitudes toward the U.S.—during two years at the University of Wisconsin.

RURAL TELEVISION IN JAPAN. A Report on an Experiment in Adult Education. *UNESCO.* 198 *pp.* $3.25. (*Available in the U.S. from Columbia University Press.*) Report on an attempt to improve life in sixty-four rural villages through adult group viewing of television programs.

TELEVISION AND OUR SCHOOLS. *By Donald G. Tarbet. Ronald Press.* 268 *pp.* $5. An introduction to educational television for those interested in developing and presenting programs for classroom use.

HOW TO GET INTO COLLEGE. *By Frank H. Bowles. Revised edition. E. P. Dutton.* 185 *pp. Cloth,* $2.95. *Paperback,* $1.15. A guide by the president of the College Entrance Examination Board for college-bound students and their parents.

GIFTED CHILDREN: THEIR PSYCHOLOGY AND EDUCATION. *By Maurice F. Freehill. Macmillan.* 412 *pp.* $5.50. A comprehensive view of giftedness in children and its proper handling in the school.

EDUCATION FOR THE EMERGING AGE. Newer Ends and Stronger Means. *By Theodore Brameld. Harper.* 244 *pp.* $5. A widely known teacher and writer offers proposals for revamping the schools to meet the contemporary demands of society.

READINGS IN CHILD AND ADOLESCENT PSYCHOLOGY. *Edited by Lester D. Crow and Alice Crow. Longmans, Green.* 1961. 592 *pp. Paperback,* $3.95. Ninety-two papers on different aspects of child and adolescent psychology and development.

TEACHING IN THE ELEMENTARY SCHOOL. Readings in Principles and Methods. *Edited by Lester D. Crow, Alice Crow, and Walter Murray. Longmans, Green.* 571 *pp. Paperback.* $3.95. A collection of papers by experts in various areas of elementary school education.

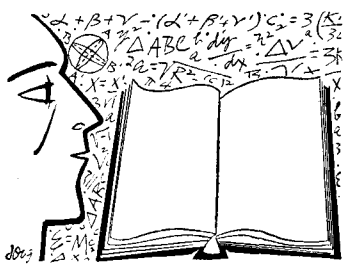
QUALITY SCIENCE FOR SECONDARY SCHOOLS. National Science Teachers Association. 210 *pp.* $3. Suggestions for improving the science program in junior and senior high schools.

GUIDE TO THE TWO-YEAR COLLEGES. *By Seymour Eskow. Barron's Educational Series, 1960.* 370 *pp. Paperback.* $2.98. A student's guide to admission and a directory of junior colleges, community colleges and technical and vocational institutes.

REFLECTIVE THINKING: THE METHOD OF EDUCATION. *By H. Gordon Hullfish and Philip G. Smith. Dodd, Mead.* 273 *pp.* $2.95. An introduction to the theory and practice of reflective thinking for prospective teachers.

HOW TO STUDY AND TAKE EXAMS. *By Lincoln Pettit. John F. Rider.* 81 *pp.* $1. A guide to study and exam-taking for students.

COLLEGE AHEAD. A Guide for High School Students—and Their Parents. *By Eugene S. Wilson and Charles A. Bucher. Revised Edition. Harcourt, Brace.* 186 *pp.* $4.50. Updated edition of a 1958 manual on the many problems and issues facing college-bound students.



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Five Years of Change

Continued from page 51

on an annual basis as reimbursement to local schools that conduct special classes, employ special teachers, or purchase special materials for superior students. A similar bill is to come before the current session of the Minnesota legislature, which two years ago gave the department of education funds to add a consultant on education of the gifted.

In the area of teacher certification, it clearly won't be long before every state requires all new elementary teachers to hold bachelor's degrees, and high school teachers to have five years of preparation, as a few states already do.

Ever thorny is the question of balancing the allocation of college course requirements for prospective teachers among general education, subject matter preparation and professional education courses plus practice teaching. Two states have tackled the question head-on by cutting back on professional education training. New Mexico reduced its requirement for high school teachers from twenty-four to eighteen semester-hours in professional education, and Ohio in 1957 simultaneously raised minimum standards for teachers and imposed a ceiling on professional education semester hours within the preparation for the bachelor's degree.

ALSO noteworthy, not as representing a trend but as a bold approach to a problem on which school critics often concentrate their fire, are moves in California and Washington to license the teacher of the Einstein-Sandburg-Leonard Bernstein stripe—gifted but uncertifiable because of a lack of professional education training. California's state board of education reported that it plans to seek legislative authority to issue a certificate to an "eminent scholar, scientist, or other person who cannot otherwise meet certification requirements."

Eminence would be determined "through the applicant's peers." Washington's state board of education already has authorized a special certificate for those "highly prepared and experienced in fields of knowledge taught in the public schools, such certification to be limited to special and specific instructional functions other than regular full-time teaching."

Certification continues to be an area of many broad disagreements; there is no consensus, for example, on the merits of a standardized pre-certification examination. But nearly two dozen states reported that in some way their standards for teachers have been upgraded, and in another half-dozen states these standards are currently being reviewed.

At least twenty states reported major progress during the past five years toward school district enlargement and consolidation. Nationwide, the number of school districts has been reduced from 59,270 to 40,605 during this period. The change has come about by a variety of methods—sometimes forcibly, by legislative mandate; sometimes voluntarily, under permissive laws, and sometimes by a combination of the two. Thus Kansas, which fifteen years ago had 8,500 districts, today has only 2,600, but last year a statewide citizens survey made the startling recommendation that the number be further reduced to about 150 unified districts for the entire state. Iowa, claiming to have led the nation in recent years in eliminating the one-room country grade school and the inadequate high school, went down from 4,142 districts in 1955 to about 1,500 in 1960. But rather than sheer number, J. C. Wright, Iowa superintendent of public instruction, prefers to emphasize the caliber of new districts formed.

"Why reorganize," he asked, "unless pupils will have opportunities for a better and broader high school program at less, or at least no more, per-pupil cost to the taxpayer?" The record-holder in the largest number of school districts is Nebraska, with 3,723—but this is substantially fewer than the 5,686 it had in 1955 and the 6,734 it had in 1949.

In school finance, more states reported substantial quantitative increases in the amount of state support for public education than indicated any basic change in the formula for paying state aids. At least fifteen states reported substantial appropriation increases for public education, while only seven indicated major changes in the nature of state support. Not many seemed to be in the position of Iowa—where 90 per cent of school operating costs were said to devolve on local districts—or Nebraska, where, according to Assistant Commissioner Miller, the state supports only vocational education and training of the handicapped, and "less than 1 per cent of the money necessary to operate the public schools represents a statewide tax effort."

This, then, is a summary—of necessity highly abbreviated—of the images caught by the "snapshot" survey of changes in American education.

With all the shortcomings of the box-camera approach, one must still draw the conclusion that, if another type of photograph were possible—an aerial shot of the entire American public school system—it would show perceptible and generally consistent activity everywhere, a scurrying directed toward augmenting the "product" of public schools in quantity, and especially in quality.

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Studying the Whys of History

by

T. WALTER WALLBANK

Professor of History
University of Southern California, Author of World History Texts*

In world history courses, today's students are guided not only to study the "whats" of history but to think about the "whys."

Why were the Greeks so individualistic and reluctant to unite? Why did civilization originate in river valleys? Why did Europe become expansionist and aggressive in early modern times? (Why not about 1000 A.D.?)

Students can profitably dig into these and other "whys" of history. We can ask them to note geographic facts that influenced the development of various civilizations and to consider the views of historians who have tried to explain the ebb and flow of nations and civilizations.

To some historians, the work of leaders and other outstanding individuals is the magic element that explains the rise of a people to greatness; lack of such leadership explains their decline. Other historians emphasize the importance of economics. Depletion of resources, trade rivalries, industry, inventions—these have much to do with the "why" of history.

In his *Decline of the West*, Oswald Spengler likened the great civilizations of the world to living organisms, which pass through a life cycle from birth through young manhood to old age and death. Spengler believed that the civilization of the West had passed its prime, was on its way to extinction.

To the English historian Arnold Toynbee, the master principle of history is "challenge and response": people achieve greatness by successfully responding to a great challenge. Toynbee does not believe that all nations or civilizations are doomed to eventual extinction. A civilization, such as our own, can carry on indefinitely if it maintains the capacity to respond successfully to its challenges.

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LIVING WORLD HISTORY, Wallbank—Fletcher, $5.40
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CIVILIZATION—PAST AND PRESENT, Wallbank—Taylor, Vol. 1, $7.50; Vol. 2, $7.50

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Fries

Continued from page 55

more of a shocker than "Grammar." In this book Fries went the whole scientific way, junking all preconceived notions about English grammar, including its hallowed labels for the parts of speech. No longer were we to be permitted the comfortable assumption that every word could be put in its place by being labeled a noun, a verb, an adjective, an adverb, or one of four or five other more esoteric things. Dr. Fries disconcertingly resorted them into Class I, Class II, Class III, and Class IV words, with the leftovers tossed into a miscellaneous clutch called Function Words.

Mrs. Fries and the two Fries daughters helped with the sorting and classifying, as Mrs. Fries had done for the previous book. A trim, intelligent, attractive woman, who is some ten years younger than her husband, Mrs. Fries is his chief supporter and collaborator. She has not only become an expert on grammar in her own right but has enough wit and charm to make up for any shortage of those qualities in her somewhat more ponderous and sober-minded husband. She accompanies him on his professional trips abroad, some of which they have made under the auspices of the State Department and UNESCO, or for various foundations interested in improving the teaching of English as a foreign language in Far Eastern countries.

Mrs. Fries also shares her husband's personal enthusiasms, including boating and swimming, sports in which their five children and *their* husbands or wives and children also participate. The family collects for holidays on a couple of Fries-owned-and-developed islands in Georgian Bay, an arm of Lake Huron on the Canadian side, 400 miles from Ann Arbor.

THE family's interest in swimming and proficiency at it grew out of a bit of typical Fries research and follow-through. When the children were young, the professor decided that the family should take up a form of recreation in which all members could participate on an equal footing, and after a careful survey of the possibilities, he settled on swimming. The decision made, he ransacked the literature on the subject (including such unlikely tomes as Melville's "Typee") to find the most efficient methods of teaching it and performing it. When he discovered that most of the theories about it were little better than folklore not having been scientifically tested, he undertook his own experiments, using his infant sons as subjects.

Using a watering trough that he installed in his basement for the purpose, he proceeded by trial-and-error methods, keeping an accurate daily log, and taught the babies to swim before they could walk. Later, of course, he put the data into a book, writing it in collaboration with Matt Mann, the famous Michigan swimming coach. Mann was to find good reason to respect his collaborator's aquatic pedagogy. Two of the three Fries sons were on his champion swimming teams and were individual title-holders. (Dr. Fries himself still plays a rugged game of water polo thrice weekly with a Michigan faculty team.)

Besides his success at teaching infants to swim, there are several other noncontroversial areas of his career in which Dr. Fries can take an equally unalloyed satisfaction. Three thriving Institutes that he founded and/or guided through their early careers stand as monuments to his remarkable foresight and tenacity. They are the Linguistics Institute, an annual seminar on language revived in 1936 by Fries; the English Language Institute, founded by Fries in 1941 and now attended mainly by foreign teachers of English; and the Summer Institute of Linguistics, which is based in Norman, Oklahoma, and was founded for the benefit of foreign missionaries who need to acquire a quick mastery of languages—some of them previously unwritten.

The phase of Dr. Fries's work that most affects the average American, however, is still his campaign to convert the teachers of grammar to what he calls a "realistic" view of the language we speak. Among the teachers themselves, opinion is split right down the middle. Some are using one of the half-dozen or so textbooks embodying "structural" principles that have already been published. Others are violently against them, charging that even the now generally accepted "levels" system of usage classification is a concession to the "mass culturists," who allegedly determine what is good in art by finding out what is most popular.

Fries defenders deny that grammar is in any way comparable to the arts. They say that, like astronomy, it is a description of what exists and should not be an imaginative projection of an ideal universe.

These defenders also deny that Dr. Fries has promulgated the theory that in modern grammar anything goes.

They point out that in all his works, Dr. Fries has been careful to outline his doctrine of "appropriateness"—the right language for the right time and place—and that he has charged the schools with the task of removing bars to social and economic success by teaching what *is* appropriate. This they doubt the schools have been doing up to now.

As the chief target of critics of the new grammar, Dr. Fries continuously faces the problem of misrepresentation of his views. A popular magazine, for example, recently reprinted part of an essay by a "new grammarian" under the headline: ME AND HIM WAS FRIENDS.

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Goldwater

Continued from page 45

back in federal school aid while poor state B was receiving back in federal aid two or three times the amount of tax money it paid as its share of financing the federal school aid program.

Under any of the proposed federal aid measures, those states which have fully met their school needs and would not, if given a free choice, expand their school facilities during the next few years, would nevertheless be compelled to pay their share in federal taxes to finance the program. The only way these states could recover any of the money thus extracted from them under these various programs would be to accept the federal grants and use them to expand their school facilities. The result would be the highly uneconomic and wasteful extension of school facilities in many areas where such extension is unnecessary and where other more urgent needs exist and must perforce remain unsatisfied. Under my proposal, the use made of their money is not dictated to the taxpayers by Washington; it is determined by the taxpayers themselves, i.e., by the parent, the citizen, the local school board, and the community.

Any objection to my proposal based on the assertion that it would bite into the federal treasury is equally applicable to any of the other measures presently under consideration. I believe that mine would lead to a good look at the federal budget and the discovery of many items of less importance, or of no importance, that could be readily eliminated with no ill effects for the public welfare.

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Letters

Continued from page 25

pographers agreed to give up the cumbersome and costly (to employers) incentive rates on condition that employers continue the "bogus" rule. The agreement was an acceptable bargain, each party receiving an exchange of value for value—a quid pro quo.

Professors Slichter, Healy, and Livernash of Harvard University, in a recent Brookings Institution study, point out that the typographers are not unreasonably or unalterably opposed to changing the "bogus" rule; they have been and are willing to bargain over it, giving it up if they receive something of value in return. . . .

The history of the rule and its function as coin of the bargaining realm suggest that Mr. Tobin is overly wrought up. Managers concerned with "bogus" type—and the public to whom they and Mr. Tobin appeal—might well consider the merits of hard bargaining over indignant preaching. Surely we are selling managers short when we substitute our tears for their initiative and our sympathy for their resourcefulness. The "bogus" rule *cost* the workers an advantageous incentive pay system, and publishers and printers, like employers in other industries, must come up with an imaginative quid for a bargainable quo.

IVAR E. BERG, JR.,
Assistant Professor
of Management.
JAMES W. KUHN,
Associate Professor
of Industrial Relations.
Columbia University.
New York, N. Y.

A CASE OF mixed emotions: As a printer, a member of the International Typographical Union, with a family to support, who could very well be out of work if it were not for "resets" (you call it "bogus," the union calls it "reproduction," we just use the simple, accurate term "resets"), I am naturally selfishly concerned about this situation. But as a liberally educated (M.A. in English) egghead and long-time reader of *SR*, I am also quite aware of the waste, the absurdity of setting type just to throw it away. As a printer I want to be well paid and reasonably secure against layoff (as who doesn't?), but as a reader, writer (unpublished, to be sure), and purchaser of many books, I want publishing costs to remain as low as possible.

Even with a master's degree, I can't beat the pay, the hours, the freedom (freedom, after all, to indulge my intellectual interests) of working as a printer. Obviously, featherbedding of any kind is bad for the country; this particular type of featherbedding is very good for me personally, both economically and intellectually. I know, since featherbedding is pernicious and absurd, that it will have to be done away with eventually. In the meantime, I suppose I shall continue to suffer on the horns of a moral dilemma of which I am entirely aware.

JAMES W. HURSEY.
Thornville, O.

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(Continued on page 68)

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PERSONALS

(Continued from page 67)

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By Doris Nash Wortman

DEFINITIONS

A. Nautical slang for small, demountable engines other than steam.

B. Genus of the California poppy.

C. Pope of Rome during the sack by Alaric 410.

D. Ringlike molding (Fine Arts).

E. Grandson of Mohammed who became caliph, abdicated, and was killed in a harem intrigue, 669.

F. Specifying the islands forming southern chain of the Lesser Antilles.

G. Hebrew for myrtle, a name of Esther, now attached to benevolent women's organization.

H. Amer. lawyer and senator who ran against Blaine for Presidential nomination, 1884.

I. Unrestrained utterance in speaking or writing.

J. Remove from by elevation preferably with a minimum of lateral friction (2 wds.).

K. Ascertained the amount of.

L. Boat propelled by three rowers, only the center one of whom uses two oars.

WORDS

184 151 36 147 212 80 39

175 24 183 211 128 166 40 103 9 120 95 159 178

146 179 26 122 173 41 133 34

75 108 99 127 182 177 139

12 8 210 83 187 54

37 5 45 27 18 170 73 86

135 208 14 65 145 97 118 7

79 110 32 59 126 165 20

22 91 107 60 77 35 168 162

63 195 121 200 149 101 188

144 56 25 10 2 156 204 50 46

42 84 115 215 19 148

DEFINITIONS

M. Stuffed out by means of (2 wds.).

N. Famous Amer. woman novelist of whom Dorothy Parker wrote her renowned four-word critique (2 wds.; 1862-1937).

O. What Mr. Chips called "the most fatal complaint of all" (2 wds.).

P. Good-fellowship.

Q. Real name of the English tavern keeper, author of vulgar satire on contemporaneous social life (1667-1731; 2 wds.).

R. Estimated the value of.

S. A rocket launcher carried on underside of a warplane; strange musical sound contraption, asso. with a popular comedian.

T. Luxuriance.

U. Small Australian birds with tail feathers resembling those of the next-to-largest of all birds (2 wds.).

V. Panegyrist.

W. In classical architecture, ornament at roof corners, concealing joint of tiles.

X. Unclassifiable.

Y. Any commodity sent abroad.

WORDS

186 111 87 172 205 124 150 199 117 21

82 207 129 194 201 141 155 33 68 6 109 85

57 71 206 31 55 167 131 15 112 76

58 142 196 44 51 53 100 64 160 214 96

89 47 4 125 140 113 198 176 102 213

153 193 69 105 116 43 93 158

1 192 104 138 202 169 163

174 185 78 17 119 197 154 209

13 61 29 152 48 94 157 16

137 98 203 72 28 189 132 92

70 66 11 190 136 81 143

171 123 164 180 88 52 62 23 114 181 134

67 130 90 74 191 3 38 30 49 161 106

DIRECTIONS

To solve this puzzle you must guess twenty-odd WORDS, the definitions of which are given in the column headed DEFINITIONS. Alongside each definition, there is a row of dashes—one for each letter in the required word. When you have guessed a word, write it on the dashes, and also write each letter in the correspondingly numbered square of the puzzle diagram. . . . When the squares are all filled in, you will find that you have completed a quotation from some published work. If read up and down, the letters in the diagram have no meaning. . . . Black squares indicate ends of words; if there is no black square at the right side of the diagram, the word carries over to the next line . . . When all the WORDS are filled in, their initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Of great help to the solver are this acrostic feature and the relative shapes of words in the diagram as they develop. Authority for spellings and definitions is Webster's New International Dictionary, Second Edition.

			1 S	2 K	3 Y		4 Q	5 F	6 N	7 G		8 E	9 B	10 K		11 W	12 E
13 U		14 G	15 O	16 U	17 T	18 F	19 L	20 H	21 M	22 I	23 X	24 B		25 K	26 C	27 F	
28 V	29 U	30 Y	31 O	32 H	33 N	34 C	35 I	36 A		37 F	38 Y	39 A	40 B	41 C	42 L	43 R	
44 P	45 F	46 K		47 Q	48 U	49 Y	50 K	51 P	52 X		53 P	54 E	55 O		56 K	57 O	58 P
59 H	60 I	61 U		62 X	63 J	64 P	65 G	66 W	67 Y	68 N	69 R		70 W	71 O	72 V		73 F
74 Y	75 D	76 O	77 I	78 T	79 H	80 A	81 W	82 N	83 E		84 L	85 N	86 F		87 M	88 X	89 Q
90 Y		91 I	92 V	93 R	94 U	95 B	96 P	97 G		98 V	99 D	100 P		101 J	102 Q	103 B	104 S
105 R	106 Y		107 I	108 D	109 N	110 H		111 M	112 O	113 Q		114 X	115 L	116 R	117 M	118 G	119 T
120 B		121 J	122 C	123 X	124 M		125 Q	126 H	127 D		128 B	129 N	130 Y	–	131 O	132 V	133 C
134 X	135 G		136 W	137 V	138 S	139 D	140 Q		141 N	142 P	143 W	144 K	145 G		146 C		147 A
148 L	149 J	150 M		151 A		152 U	153 R	154 T	155 N		156 K	157 U	158 R		159 B	160 P	161 Y
162 I		163 S	164 X	165 H		166 B	167 O	168 I	169 S		170 F	171 X	172 M		173 C	174 T	175 B
176 Q	177 D		178 B	179 C	180 X		181 X	182 D	183 B	184 A	–	185 T	186 M	–	187 E	188 J	189 V
190 W	191 Y		192 S	193 R		194 N	195 J	196 P	197 T		198 Q	199 M	200 J	201 N	202 S	203 V	204 K
	205 M	206 O	207 N		208 G	209 T		210 E	211 B	212 A		213 Q	214 P	215 L			

Solution of last week's Double-Crostic will be found on page 9 of this issue.

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PICTURED LEFT TO RIGHT—TENTH, HALF-GALLON, FIFTH, GALLON, HALF-PINT, MINIATURE, QUART

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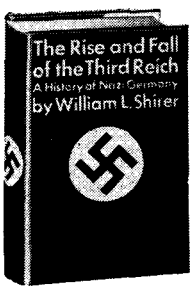
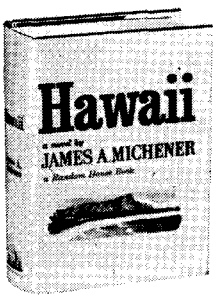
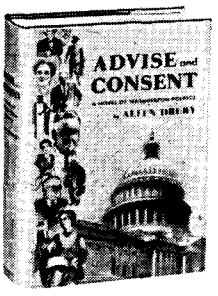


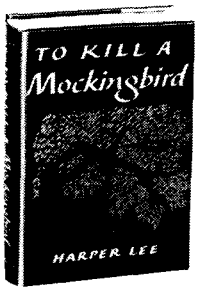
431. THE RISE AND FALL OF THE THIRD REICH *by* WILLIAM L. SHIRER. (Retail price $10)



186. HAWAII *by* JAMES A. MICHENER. (Retail price $6.95)



104. ADVISE AND CONSENT *by* ALLEN DRURY (Retail price $5.75)



435. TO KILL A MOCKINGBIRD *by* HARPER LEE. (Retail price $3.95)

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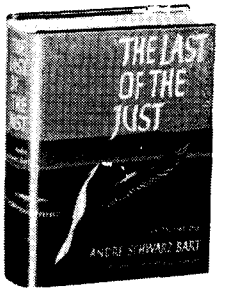
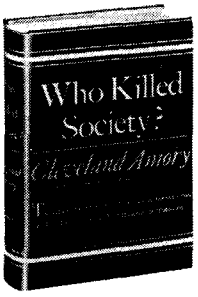


454. THE LAST OF THE JUST *by* ANDRÉ SCHWARZ-BART. (Retail price $4.95)



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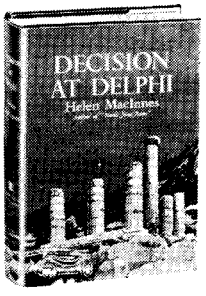

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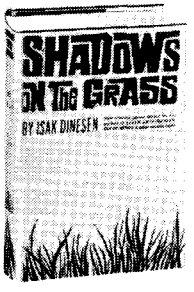
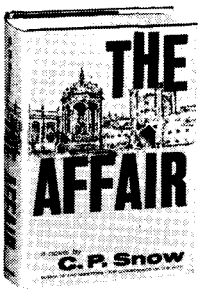


444. SHADOWS ON THE GRASS *by* ISAK DINESEN (Retail price $3.75)



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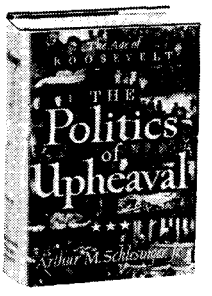

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